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ABSTRACT

The format of this report is similar to that of other reports on The Language Development Project. See AL 002 352 and 354 for descriptions of the project and the format of the reports. [Not available in hard copy due to marginal legibility of the original document.] (DO)

ED037725

THE LANGUAGE DEVELOPMENT PROJECT

A Pilot Study in Language Learning

A New York State Urban Aid Project

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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END-YEAR REPORT

June 30, 1969

AL 002 353

Dr. Bernard E. Donovan, Superintendent of Schools
Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Project Director
Board of Education of the City of New York

ED037725

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

This project is being developed in cooperation with Southwest Educational Development Laboratory, Austin, Texas. Financial support for the project is received through Urban Education Funds, New York State Department of Education.

End-Year Report, June 30, 1969

Bernard E. Donovan, Superintendent of Schools
Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Project Director

I. PROJECT BACKGROUND AND DESCRIPTION

1.1 The Language Development Project, initiated with approximately 800 kindergarten and first-grade pupils in 4 New York City schools in September, 1967, is designed to provide assistance to disadvantaged children who are learning English as a second language or who use non-standard speech patterns. The schools in the project last year were as follows: Manhattan - PS 96, PS 102, PS 180; Bronx - PS 5.

This year the project was expanded to 5 schools in Brooklyn, namely, PS 19, PS 17, PS 396, PS 175, and PS 156. It was also extended to the second grade in the Manhattan and Bronx schools in the project last year. Approximately 2700 children and 90 teachers were involved in the project during 1968-69.

1.2 Materials and special teaching techniques used in the project were originally developed at the Southwest Educational Development Laboratory for use with English as a second language learners in San Antonio, Texas, as a result of partial support by the United States Office of Education.

1.3 SEDL materials in the areas of Self-Concept and Science have been purchased from the Laboratory and were used in the project in New York City. Designated classes in selected schools used these materials in both English and Spanish.

1.4 Children used the special language development material in self-concept and science on a daily basis for the time designated below. These time blocks were divided to meet children's attention spans.

Kindergarten pupils.	40 minutes a day
Grades 1 and 2.	60 minutes a day

In addition, the pupils receive assistance in language development during their other instructional time.

1.5 An orientation program was held for teachers and supervisors outside regular school hours in order to acquaint them with the methodology of the program. Communications to teachers were sent through the principal and his School Coordinator. The Coordinator was supplied with copies of the workshop agendas and materials in order that both he and the principal were informed as to the progress of the project. The Demonstration Teachers and Spanish-Speaking Teachers also worked closely with the administrator of the school. Principals, coordinators and district superintendents were invited to all workshop sessions. Several of the principals in the project visited schools in the Texas project during 1967-68; three principals visited during January, 1969.

1.6 Schools in Project

Total - 9 schools - 90 classes (K - 2)

Borough	School	Classes	Grade	Demonstration Teacher	Spanish-Speaking Teacher
Brooklyn					
(5 schools	156	4	1	Eleanor Mackelduff (2 days)	
36 classes)	175	4	1	Eleanor Mackelduff (2 days)	
	396	7	1	Priscilla Perlman (5 days)	
	17	5	1	Eleanor Mackelduff (1 day)	Filomena Fonte
	19	16	1	Helen Spevack (5 days)	Ada DiScipio
					Arthur Nieves
Manhattan					
(3 schools	96	3	Kgn	Ruth Calderon (3 days)	
37 classes		5	1		
		6	2		
	102	3	Kgn	Aida Mora (2 days)	Isabel Velez
		4	1		
		4	2		
	180	6	1	Ruth Calderon (2 days)	
		6	2		
Bronx *					
(1 school	5	9	2	Aida Mora (3 days)	
17 classes)		8	1		

* By mutual agreement, PS 5X was dropped from the Language Development Project on March 14, 1969. Mrs. Aida Mora gathered materials in use in the school and they were transported to 110 Livingston Street. Mrs. Mora was reassigned full time to PS 102M.

2. OBJECTIVES

2.1 To promote the language development of selected children from Puerto Rico learning English as a second language and of other children having non-standard English speech patterns.

2.2 To train selected teachers and supervisors in the principles of language development and in the use of special materials as developed in the program of the Southwest Educational Development Laboratory.

2.3 To train teachers and supervisors in the project in the application of linguistic principles in order to promote the language development of children.

2.4 To provide guidelines for use by teachers and supervisors in New York City and New York State for meeting the language development needs of disadvantaged children.

2.5 To involve parents, community people and college staff in selected aspects of the program.

2.6 To explore and study special psychological and sociological insights that may be helpful to teachers of disadvantaged children.

3. PROJECT STAFF

3.1 Assistant Superintendent Supervising Project

3.1.1 Helene M. Lloyd, Assistant Superintendent

3.2 Project Director

3.2.2 Mr. Eugene C. Gibney

3.3 Demonstration Teachers

3.3.1 Mrs. Aida Mora (6 years teaching experience)

3.3.2 Miss Ruth Calderon (4 years teaching experience in New York City, 11 years in Puerto Rico)

3.3.3 Mrs. Helen Spevack (22years teaching experience)

3.3.4 Mrs. Eleanor Mackelduff (2 years teaching experience in San Antonio, Texas, using the approaches and materials developed by SEDL

3.3.5 Mrs. Priscilla Perlman (5 years teaching experience)

3.4 Spanish-Speaking Teachers

3.4.1 Mrs. Ada DiScipio (no experience in teaching); License - common branches - substitute Auxiliary Teacher; major in Spanish, C.C.N.Y.

3.4.2 Miss Isabel Velez (1½ years teaching experience in Puerto Rico; 1 year exchange program in New Jersey; 1 year exchange program in New York; 1 year bilingual teacher in New York); License - Bilingual Teacher; M.A. in Spanish, N.Y.U.

3.4.3 Mr. Arthur Nieves - graduated from Columbia University as a Spanish major. This is his first year of teaching. He has previously worked with Spanish children in a Citizenship Council Summer Project at Columbia; License - Sub. common branches conditional.

3.4.4 Miss Filomena Fonte - License: common branches; has studied Spanish literature at School of Arts and Sciences at N.Y.U. on graduate level; BA from Queens College; major Latin American studies; MA from N.Y.U. - field of Teaching Spanish on elementary school level (FLES); this is her third year of teaching.

3.5 School Staff in Project

3.5.1 Manhattan

PS 96

District Superintendent - Mr. Martin Frey
Principal - Mr. Charles Miras (Acting)

Teachers

Kindergarten - Lee Klein

Grade 1 - Gloria Weidberg
Arleen Bishins
Migdalia Romero
Mabel Halpern
Linn Malkin
Yvonne Davis

Grade 2 - Rosalie Scaglione
Linda Poverman
Aileen Eustace
Carol Posner
Madeline Pannell
Carol Soslowitz

PS 102

District Superintendent - Mr. Martin Frey
Principal - Mrs. Bernice Peebles
Coordinator - Mrs. Shirley Selikson, Early Childhood Coordinator

Teachers

Kindergarten - Louise Vertes
Margaret Gerber

Grade 1 - Geraldine Pellettieri
Andrea Rosen
Cheryl Subkoff
Fanny Tomasulo

Grade 2 - Marelen Small
Margaret Cicileo
Josephine Sorgie
Carol Steinberg

PS 180

District Superintendent - Dr. Nathan Jacobson
Principal - Mr. Max Weinstein
Coordinator - Mrs. Gloria McKenney, Assistant Principal

Teachers

Grade 1 - Shirley Samuels
Joanne Marketos
Joan Gottfried
Miriam Golovensky
Barbara Danon
Nancy Daly

Grade 2 - Barbara Dyer
Dorothea Beach
Constance Tom
Sylvia Simon
Barbara Banks
Linda Goldman

3.5.2 Brooklyn

PS 19

District Superintendent - Mr. Ralph Brande
Principal - Mr. Harry Levine
Coordinator - Lee Goldberg, Assistant Principal

Teachers

Grade 1 - Diane Lippe
Rachel Rabinowitz
Gloria Wirtz
Carol Winkler
Arlene Goldhammer
Charlotte Lerer
Catherine Cirrito
Victoria Eskolsky
Mary O'Neill
Catherine Todd
Rochelle Spanier
Toby Schom
Alice Turak
Deena Roth
Marsha Samberg
Geraldine Gaudiosi

PS 156

District Superintendent - Mr. Saul Siegal
Principal - Mr. Robert Gofter
Coordinator - Mrs. Gladys Galamison

Teachers

Grade 1 - Thelma Zellman
Phyllis Holmes
Hilda DuBois
Lynne Ransom
Naomi Spielvogel

PS 175

District Superintendent - Mr. Saul Siegal
Principal - Mr. Abraham Bompey
Coordinator - Miss Iris Cohen

Teachers

Grade 1 David Krupp
Vincenza Pizzulli
Madelyn Kassof
Marjorie Bernfield

PS 396

District Superintendent - Mr. Saul Siegal
Principal - Mr. David Marcus
Coordinator - Mr. Harvey Weil, Assistant Principal

Teachers

Grade 1 - Rena Daure
Marcia Weissler
Lula Frohberg
Shelley Saffer
Marcia Shupnick
Rochelle Sanders
Marilyn Morgenlander
Laraine Mirsky
Rochelle Friedman
Bruce Landau
Suzanne Reich
Alice Mina

Early Childhood Staff Member:
Mrs. Ruth Kligman

PS 17

District Superintendent - Mr. Ralph Brande
Principal - Dr. Harold Simon
Coordinator - Miss Helen Maiwald, Assistant Principal

Teachers

Grade 1	- Sharon Hartman Ellen Natelli Vesper Kydd Evelyn Springer Nora Sacerdote Rosemary Rafter

3.5.3 Bronx

PS 5

District Superintendent - Dr. Bernard Friedman
Principal - Mr. Jacques Weissler
Coordinator - Miss Helen Schenker, Assistant Principal

Teachers

Grade 1	- Iris Schneider Susan Budnick Barbara Mendelson Ruth Fishbein Mary Tucker Eleanor Press Virginia Tashjian Isabel Litterman
Grade 2	- Jean Cinelli Karl Vallone Irene Krauss Jane Spielberger Emilia Kozimiroff Lorraine Petrelli Lois Girdharry Frieda Weintraub

Note: PS 5X was dropped from the Project on March 14, 1969.

3.6 Evaluation Staff in Project

Dr. J. Wayne Wrightstone, Assistant Superintendent
Bureau of Educational Research

Dr. Philip Bolger, Acting Research Associate,
Bureau of Educational Research

Mr. Luis Rivera, Research Intern

4. ADVISORY STAFF

4.1 New York State

Esther Swanker, Assistant Director, Urban Aid for Education

4.2 Southwest Educational Development Laboratory

Dr. Elizabeth Ott, Consultant, Curriculum and Implementation
Dr. Robert Randall, Consultant, Research and Evaluation

5. ACTION - 1968-69

5.1 Summer 1968 Program, Texas

5.1.1 Project Director

The Project Director, Eugene C. Gibney, participated in curriculum development sessions at the Southwest Educational Development Laboratories, Austin, Texas, for a five-week period.

In August, the director also attended a Teacher-Training Workshop conducted by Mr. Josue Gonzales, director of the project in San Antonio, Texas.

5.1.2 Demonstration Teachers

The demonstration teachers, Miss Ruth Calderon and Mrs. Aida Mora, attended the Bilingual Institute at St. Mary's University, in San Antonio, Texas. This Institute was under the direction of the Southwest Educational Development Laboratory.

The two teachers received information concerning the background (cultural, sociological, economic, and other aspects) of Spanish-speaking children. In addition, demonstrations were given in the use of the materials and methods related to the project.

5.2 Teacher-Supervisory Training Program, New York City

5.2.1 Workshops for Demonstration Teachers

Workshops for demonstration teachers were held at 110 Livingston Street, beginning in September, 1968. Information relating to schools in the project, assignments and responsibilities was given. Training was provided for Mrs. Helen Spevack and Mrs. Priscilla Perlman, newly-assigned demonstration teachers, at workshops and through teaching demonstrations. Materials were distributed (see Items No. 1 through 5 attached). Regular monthly meetings were held with the demonstration teachers and the Spanish-speaking teachers to discuss progress. Minutes of the last meeting are attached, Item No. 15.

5.2.2 Meetings with Supervisors and Administrators of the Schools

Meetings with the supervisors in the pilot schools were held. Many supervisors attended workshops in order to learn more about the program. The director of the project also visited all supervisors of the five control schools cooperating with the project.

Meetings with Administration of the Schools:

February 21, 1969	PS 175K	Miss Cohen
February 28, 1969	PS 180M	Mr. Max Weinstein Dr. Nathan Jacobson
March 3, 1969	PS 102M	Mrs. Peebles Miss Velez
March 7, 1969	PS 17K	Dr. Simon Mrs. Mackelduff Miss Fonte
March 19, 1969	PS 175K	Mr. Bompey Miss Cohen Grade 1 Teachers
March 19, 1969	PS 156K	Mr. Gofter Mrs. Galamison
April 11, 1969	PS 17K	Mrs. Maiwald Mrs. Mackelduff Grade 1 Teachers
April 11, 1969	PS 19K	Mr. Harry Levine Mr. Harold Levine Mrs. Goldberg Mr. Giordano Mrs. Spevack
April 14, 1969	PS 19K	Mr. Harry Levine Mr. Harold Levine Mrs. Goldberg Mrs. Spevack Mrs. DiScipio Mr. Nieves Grade 1 Teachers
April 16, 1969	PS 102M	Mrs. Peebles Mrs. Mora Mrs. Selikson
May 12, 1969	PS 396K	Mr. Weil Mrs. Perlman
May 15, 1969	PS 19K	Mr. Harry Levine Mr. Giordano
May 18, 1969	PS 19K	Mr. Harry Levine

5.2.3 Visitation and Observation Record

Helene M. Lloyd, Assistant Superintendent, and Eugene C. Gibney, Project Director, made the following visitations and observations:

January 13, 1969 - PS 19K
  Teachers observed: (In attendance: Mr. Levine)
    Miss Samberg
    Miss Gaudiosi

January 22, 1969 - PS 102M
  Teachers Observed: (In attendance: Mrs. Peebles)
    Miss Gold
    Miss Pellettieri
    Mrs. Subkoff
    Mrs. Mingo
    Miss Rosen

January 23, 1969 - PS 180M
  Teachers Observed: (In attendance: Mr. Weinstein)
    Miss Beach
    Mrs. Fechter
    Miss Marketos
    Miss Daly

January 24, 1969 - PS 19K
  Teachers Observed: (In attendance: Mrs. Goldberg)
    Miss Eskolsky
    Miss Lerer
    Mrs. Rabinowitz
    Mrs. Lippe

January 24, 1969 - PS 5X
  Teachers Observed: (In attendance: Miss Schenker)
    Mrs. Litterman
    Mrs. Fishbein
    Miss Mendelson
    Mrs. Cinelli

January 27, 1969 - PS 17K
  Teachers Observed: (In attendance: Miss Maiwald)
    Mrs. Hartman
    Mrs. Natelli
    Mrs. Springer
    Mrs. Sacerdote

February 3, 1969 - PS 102M
  Miss Calderon (Spanish) with Mrs. Bernice Peebles,
    Mrs. Shirley Selikson, Miss Isabel Velez and Mrs. DiScipio

February 3, 1969 - PS 396K
  Teachers Observed:
    Miss Daure
    Mrs. Perlman
    Miss Weissler

February 6, 1969 - PS 156K
Mrs. Holmes
Mrs. Ransom

February 6, 1969 - PS 175K
Mr. Krupp
Miss Pizzulli
Mrs. Kassof

February 19, 1969 - PS 102M
Miss Velez - Spanish

March 3, 1969 - PS 102M
Miss Velez with Miss Fonte - Spanish

March 12, 1969 - PS 96M
Miss Eustace
Miss Romero

March 12, 1969 - PS 102M
Miss Velez - Spanish
Mrs. Mora - Demonstration

March 17, 1969 - PS 96M
Miss Romero
Miss Scaglione
Mrs. Halpern
Mrs. Miller
Miss Soslowitz

April 7, 1969 - PS 17K - with Mrs. Elaine Duchesne
Medical Center of University of Colorado
Miss Fonte - Spanish
Mrs. Kydd - English

April 7, 1969 - PS 19K - with Mrs. Elaine Duchesne
Medical Center of University of Colorado
Mrs. Spevack - Demonstration Teacher
Miss Roth

April 21, 1969 - PS 102M
Miss Sorgie
Miss Rosen
Miss Velez
Miss Steinberg
Mrs. Small

April 22, 1969 - PS 180M
Miss Tom
Miss Banks
Miss Marketos
Miss Golovensky
Miss Daly

April 24, 1969 - PS 19K - with Dr. Ott and Mrs. Lloyd
Mrs. Goldhammer
Miss Lerer
Mr. Nieves - Spanish
Miss Roth
Mrs. DiScipio - Spanish

April 25, 1969 - PS 396K - with Mrs. Lloyd, Mrs. Mackelduff, Miss Fonte, Mrs. Perlman and Mr. Weil

Mr. Landau
Miss Schwartz
Mrs. Saffer
Miss Morgenlander
Miss Feldman

April 25, 1969 - PS 175K - with Mrs. Lloyd, Mrs. Mackelduff, Miss Fonte, Mrs. Perlman and Mr. Bompey

Miss Pizzulli
Mrs. Kassof
Mr. Krupp
Miss Bernfield

April 25, 1969 - PS 156K - with Mrs. Lloyd, Mrs. Mackelduff, Miss Fonte, Mrs. Perlman and Mr. Gofter

Mrs. Spielvogel
Mrs. Zellman
Mrs. DuBois
Mrs. Ransom

May 27, 1969 - PS 102M - with thirty-five others who were invited to "102 Day" activities

Miss Cicileo
Miss Sorgie
Miss Velez - Spanish

May 29, 1969 - PS 17K - with Dr. Nadel and Miss Ware, General Learning Corporation, Mrs. Mackelduff and Mrs. Maiwald

Mrs. Natelli
Mrs. Hartman
Miss Fonte - Spanish

May 29, 1969 - PS 156K - with Dr. Nadel and Miss Ware, General Learning Corporation, and Mrs. Mackelduff

Mrs. Holmes
Mrs. DuBois
Mrs. Spielberger

5.3 Visitation to San Antonio, Texas

5.3.1 The following New York City staff visited the San Antonio School system on January 15-17, 1969, inclusive. Observations and discussions under the direction of Dr. Elizabeth Ott, SEDL, and Mr. Josue Gonzales, Director of the Project in San Antonio, were most beneficial.

Dr. Bernard E. Donovan, Superintendent
Mrs. Esther Swanker, Assistant Director,
  Urban Aid for Education
Mrs. Helene M. Lloyd, Assistant Superintendent
Mr. Eugene C. Gibney, Director,
  Language Development Project
Mr. Max Weinstein, Principal, PS 180M
Mrs. Bernice Peebles, Principal, PS 102M
Mr. Harry Levine, Principal, PS 19K
Mr. Carlos Perez, Bilingual Coordinator,
  State Department of Education

5.4 Visitation by SEDL Staff to New York City

5.4.1 Dr. Elizabeth Ott, Program Director of SEDL, observed the Language Development Project in New York City schools on January 28, 29, and 30, 1969, according to the schedules attached. (See Items 6, 7 and 8). Meetings were held after the observations, at which time Doctor Ott discussed the lessons observed and made suggestions for improving the program. The principals, coordinators and demonstration teachers were present and were given an opportunity to ask questions and to make comments. Mr. Ralph Brande, District Superintendent, attended the observations and conference at PS 19K.

5.4.2 Dr. Robert Randall visited New York City on January 30, and reviewed the design for evaluation with the following in attendance:

Dr. Elizabeth Ott,
  Southeast Educational Development Laboratory
Mrs. Baker,
  New York State, Office of Research
Dr. J. Wayne Wrightstone
Mrs. Helene M. Lloyd,
  Assistant Superintendent
Dr. Philip Bolger
Mr. Luis Rivera
Mr. Eugene C. Gibney

Later, the 1967-68 preliminary evaluation report was discussed with Dr. Randall and Dr. Bolger.

5.5 Classroom Assistance

5.5.1 During the fall term, the demonstration teachers devoted most of the day to working directly in the classrooms. Samples of the December time schedules of the demonstration teachers are attached. (See Items 9, 10 and 11). The demonstration teachers gave lessons, utilizing certain techniques such as Modeling and Repetition, while the regular teachers observed. Demonstration teachers later observed the progress of the regular teachers in mastering the language development techniques and discussed their lessons with them.

The project director started observing teaching as of December 17, 1968, at PS 180 Manhattan. Observations were delayed due to the work stoppage.

5.6 In-Service Training

5.6.1 Staff Training Profile - September 1968 - January 1969

	New Teachers	Trained Teachers	Total, New and Trained Teachers
Brooklyn			
PS 156	5	0	
PS 175	5	0	
PS 396	5	0	
PS 17	5	0	
PS 19	16	0	
Subtotal	36	0	Brooklyn: 36
Manhattan			
PS 96	7	7	
PS 102	3	8	
PS 180	6	6	
Subtotal	16	21	Manhattan: 37
Bronx			
PS 5	9	8	Bronx: 17

Total New Teachers:	61
Total Trained Teachers:	29
Total All Teachers	90

5.6.2 Workshops have been held as follows:*

Date	Schools Involved	Place	Time	Workshop No.
10/3/68	396K, 175K, 156K	396K	3:15-5:00 PM	1
10/3/68	19K, 17K	19K	8:40-10:40 AM	1
10/7/68	5X	5X	3:15-5:00 PM	1
10/8/68	96M, 102M, 180M	96M	3:15-5:00 PM	1
10/9/68	396K, 175K, 156K	396K	3:15-5:00 PM	2
10/9/68	19K, 17K	19K	8:40-9·40 AM	2
10/10/68	19K, 17K	19K	8:40-9:40 AM 1:30-3:30 PM	2
11/25/68	96M, 102M, 180M	96M	3:15-5:00 PM	2
11/26/68	5X	5X	3:15-5:00 PM	2
12/2/68	5X	5X	3:15-5:00 PM	3
12/3/68	396K, 175K, 156K	396K	3:15-5:00 PM	3
12/5/68	19K, 17K	19K	8:00-9:40 AM 1:30-3:30 PM	3
12/9/68	96M, 102M, 180M	96M	3:15-5:00 PM	3
12/16/68	5X	5X	3:15-5:00 PM	4
12/17/68	96M, 102M, 180M	96M	3:15-5:00 PM	4
1/8/69	396K, 175K, 156K	396K	3:15-5:00 PM	4
1/9/69	19K	19K	8:10-10:10 AM 1:30-3:30 PM	4
1/13/69	180M	180M	3:15-5:00 PM	5
1/20/69	5X	5X	3:15-5:00 PM	5
1/21/69	17K	17K	3:15-5:00 PM	4
1/22/69	396K	396K	3:15-5:00 PM	5
1/23/69	19K	19K	8:10-10:10 AM 1:30-3:30 PM	5

* Separate workshops were held initially for teachers new to the project.

5.6.3 Because of travel problems and other difficulties, workshops were planned in individual schools in all districts. Workshop attendance increased. Discussions now focus on problems of the particular school or class, resulting in a high level of interest among the workshop participants.

Workshops Since January 23, 1969:

Date	School	Time
2/5/69	PS 96M	12:00-1:00 PM
2/13/69	PS 19K	8:10-10:10 AM 1:30-3:30 PM
2/17/69	PS 5X	3:15-5:00 PM
2/19/69	PS 180M	9:30-10:30 AM 12:00 Noon-1:00 PM 3:15-5:00 PM
2/20/69	PS 19K	8:10-10:10 AM 1:30-3:30 PM
2/24/69	PS 102M	3:15-5:00 PM
2/26/69	PS 180M PS 96M PS 396K	9:30-10:30 AM 12:00 Noon - 1:00 PM 3:15-5:00 PM
2/27/69	PS 17K	1:15-2:15 PM
3/3/69	PS 102M	3:15-5:00 PM
3/4/69	PS 396K	1:30-2:30 PM
3/6/69	PS 156K	12:30-1:30 PM
3/10/69	PS 5X	3:15-5:00 PM
3/11/69	PS 396K PS 156K PS 175K	11:10-12:00 PM 12:30-1:30 PM 3:15-5:00 PM
3/12/69	PS 180M PS 96M	9:30-10:30 AM 12:00-1:00 PM
3/13/69	PS 17K	1:15-2:15 PM
3/17/69	PS 102M	3:15-5:00 PM
3/18/69	PS 17K PS 396K	11:30-12:30 PM 1:30-2:30 PM
3/20/69	PS 19K PS 156K PS 19K	8:30-10:10 AM 12:30-1:20 PM 1:45-3:30 PM

3/24/69	PS 102M	3:15-5:00 PM
3/25/69	PS 175K	3:15-5:00 PM
3/26/69	PS 180M PS 96M	9:30-10:30 AM 12:00-1:00 PM
3/27/69	PS 19K	8:30-10:30 AM 1:30-3:30 PM
4/15/69	PS 156K PS 175K	12:30-1:20 PM 3:15-5:00 PM
4/16/69	PS 180M PS 96M	9:30-10:30 AM 12:00 Noon-1:00 PM
4/17/69	PS 396K PS 19K	11:10-12:00 Noon 8:30-10:30 AM 1:30-3:30 PM
4/21/69	PS 102M	3:15-5:00 PM
4/28/69	PS 102M	3:15-5:00 PM
4/30/69	PS 180M PS 96M	9:30-10:30 AM 12:00-1:00 PM
5/1/69	PS 17K	1:15-2:15 PM
5/6/69	PS 175K	3:15-5:00 PM
5/8/69	PS 19K	8:30-10:30 AM 1:30-3:30 PM
5/13/69	PS 156K PS 175K	12:30-1:20 PM 3:15-5:00 PM

Number of Workshops Per School:

PS 96M	11
PS 180M	11
PS 102M	10
PS 5X	7 - School Dropped 3/14/69
PS 17K	10
PS 19K	12
PS 175K	9
PS 156K	9
PS 396K	10
	89 - Total Workshops Conducted

5.6.4 In addition to school-based workshops, a special workshop was held on Wednesday, December 18, 1968, at which time Dr. Robert Allen of Teachers College, Columbia University, discussed linguistics and language learning. A question and answer period allowed time for practical inquiries from the teachers. A tape made of Dr. Allen's talk was used at workshop sessions in the schools during the spring term.

5.6.5 Work with Hunter College - An attempt was made to set up a special course in the use of the project's materials and approaches at Hunter College for the Spring 1969 term. A meeting was held with Professor Milton Gold, Dean of Teacher Education, Hunter College, to plan a course related to the project. Professor Gold was not able to provide a staff member who was not directly connected with the Board of Education to assist with the project. Dr. Finnochiaro, formerly assigned, was on leave. Mrs. Clelia Belfrom, staff member of the Board and a part-time instructor at Hunter College, gave a course on English as a Second Language. Five of the project teachers enrolled for this course and Mrs. Belfrom included the San Antonio Project in the course of study.

5.6.6 Spanish-Speaking Teacher Training

February 3, 1969

Miss Isabel Velez and Mrs. Ada DiScipio were assigned to PS 102M for one week of training with Mrs. Aida Mora and Miss Ruth Calderon, bilingual demonstration teachers. Miss Velez and Mrs. DiScipio observed the demonstration teachers teach English and Spanish. Then they tried the techniques and were observed. During the second week, they began to teach the classes in PS 102M on a scheduled basis. Mr. Nieves was recruited from PS 19K and was also assigned to PS 102M for training. Later, Miss Fonte was recruited from PS 17K and went through the same training.

The Spanish-speaking teachers attended the workshops held in their assigned schools and they also observed the demonstration teachers in order to learn transformation and substitution techniques. Inter-school visitation was also used as a means of training. The teachers visited and observed each other in the schools, exchanged ideas and materials. They also attended the monthly meetings with the demonstration teachers.

The Spanish-speaking teachers were given appointments with Dr. Bernardo of the Foreign Language Department and he evaluated their use of Spanish. He reported that all were satisfactory and three were superior in the use of the Spanish language.

These teachers gave instruction daily to each class assigned to them for twenty-five minutes, using the same science curriculum as the English teachers.

6. MATERIALS

6.1 Two-Dimensional Shapes - These materials were purchased from the Cardcraft Company, New York City, and sent by the company to five key schools for redistribution to all schools in the project.

6.2 Three-Dimensional Shapes - The Manpower Development Center cooperated in making these shapes for the project without charge. The Center was most cooperative. These shapes were delivered to all Brooklyn schools.

6.3 All teachers in the project had the manuals and foldouts they needed to implement the project.

6.4 The Director and Demonstration Teachers constructed other materials for use by the pupils and/or the teachers for numerous lessons in grade 1 and 2 science and self-concept. They were distributed as teachers took up those lessons.

6.5 Spanish Science Manuals were ordered from SEDL for the Spanish-speaking teachers.

6.6 Xerox materials were ordered for the use of teachers in the schools. These kits contain 95% of the items needed to implement the AAAS Science lessons upon which the Language Development Project is based. Though ordered in February, 1969, they were delivered to the schools in June. Since it was late in the school year, the kits were stored until September at which time workshops will be set up on the proper use of the materials. Mr. Doppelt of Xerox Company will help to conduct the workshops and act as a resource person.

6.7 The Video Tape Recording Systems were set up in the schools by Sonocraft Corporation. Some use of the equipment was made this year but it will not be until the 1969-70 school year that this will have an impact on the teaching techniques of teachers in the project. All teachers in the schools have been trained in the codes during scheduled workshops. The teachers are in possession of the guide booklets distributed in their schools.

Forms indicating the equipment received by the school and the person in the school who will be responsible for it are attached (Item No. 13).

7. EVALUATION

7.1 Evaluation, 1968-69. The Bureau of Educational Research will release the Summary Evaluation of the project for the school year 1968-69.

7.2 Evaluation Design, 1968-69. The Design for Evaluation, 1968-69, is attached. (See Item No. 12).

7.3 The Gibney Oral-Language Laboratory was used successfully in administering the Oral-Ott Test, Revised Form, to children in the schools during May and June of 1969. Dr. Philip Bolger supervised the testing in the Manhattan schools which comprise the primary target group. Mr. Eugene C. Gibney supervised the testing of the Brooklyn schools which comprise the secondary target group. The demonstration and Spanish-speaking teachers were tained in the use of the equipment at a meeting conducted by the director and furnished with written instructions for administering the test. Each unit consists of eight tape recorders mounted on a cart along with a master tape unit and a carousel projector. The microphones are very sensitive up to three inches away, so that they can pick up the slightest whispered response while not recording background noise. On December 5, one segment of the equipment was tested at PS 19 Brooklyn under very adverse conditions, yet responses could be heard and scores obtained from them. Dr. Robert Randall (SEDL), Mrs. Beth Kennedy (SEDL), Dr. Philip Bolger, Mr. Luis Rivera, Mr. Gibney, and Mr. Buck of Sonocraft Company, were present at this test. Approximately 700 pupils were tested in June, 1969, and the test tapes in cassette form were forwarded to SEDL. The schedule for testing appears below:

PRIMARY SAMPLE

May 28, 1969 Unit II	PS 155M
May 29	PS 155M Control
June 2 and 3	PS 96M
June 4 and 5	PS 144M
June 18	PS 78M
June 16 and 20	PS 180M
June 17	PS 102M

SECONDARY SAMPLE

June 4, 1969		PS 396K
June 6	Unit II	PS 17K - 1-1, 1-2, 1-3
June 9, 11	Unit II	PS 19K - 1-1, 2, 7, 11, 13
June 12		PS 156K - 1-1 and 1-2
June 13		PS 175K - 1-4, 1-5 exp., 1-3, 1-7 Control
June 19		PS 122K (Control 17K) 1-210, 1-108, 1-203
June 17		PS 168K (Control 19K) 1-202, 1-204, 1-208

7.4 Evaluation - The General Learning Corporation, 5454 Wisconsin Avenue, Washington, D. C., and the New York State Office of Urban Education sent a team to visit and evaluate the project as implemented in New York City this year. Dr. Aaron Nadel and Miss Theresa Ware therefore visited on May 28 and 29, 1969. They used the time of the demonstration and Spanish-speaking teacher meeting on May 28 to ask prepared questions of the entire group and to generally discuss the supervision, administration and organization of the project. On May 29, they visited the classrooms in PS 17K and PS 156K. They observed the project taught in Spanish in one class and in English in the remainder. A brief oral summary of the results of the visit was given to the director by Dr. Aaron Nadel who stated that the report would recommend continuation and expansion of the project during the 1969-70 school year.

8. SPECIAL ACTIVITIES

8.1 A first grade class from PS 102M demonstrated the language development techniques on Channel 25 on May 8, 1969, with their teachers. Miss Pellettieri demonstrated in English and Mrs. Aida Mora taught in Spanish. The program was televised on Channel 25 on May 15, 1969, at noon, and 3 PM, and on May 16, at 2:30 PM. This was part of the Urban Education Program designed by Mr. Robert Iadeluca.

8.2 The San Antonio Class Visit
Twenty-eight Mexican-American youngsters in a fifth grade class in Carvajal School, San Antonio Independent School District, San Antonio, Texas, visited New York City, during the week of May 19, 1969. The itinerary is attached to this report, Item No. 14.

Helene M. Lloyd, Assistant Superintendent, organized the itinerary and the schedule for the visit with the help of the director. During the week of the actual visit, both gave extra time, in the evenings, to supervising the class' educational walks and visits. The class left New York City on May 24, 1969.

9. A LOOK AHEAD

9.1 Summer Activities - Miss Filomena Fonte and Miss Isabel Velez will attend the writing workshop conducted by the Southwest Educational Development Laboratory at Austin, Texas, and will revise and adapt language lessons for New York City. Mr. Eugene C. Gibney will attend the Leadership Training Conference at the same time in Austin, Texas. Both activities are under the supervision of Dr. Elizabeth Ott.

9.2 Recruitment of Spanish-speaking teachers was begun in June, 1969. Mr. Jose Vasquez has sent a number of men to the project director for interviews. They have visited the schools and it is planned that they will be teaching in the project in September. The following people were screened and will join the staff in September, 1969:

Mr. Jorge Maldonado
Mr. Gilberto Bohorquez
Mr. Juan Gonzales

Recruitment of three more demonstration teachers was begun in June also.

9.3 It is planned that meetings will be held in project schools in September with the principal, assistant principal, coordinator, Spanish teachers, demonstration teachers and Dr. Bolger, to plan the testing program, the use of video tape recording systems, teacher training and supervision.

Information gained at the Leadership Training Conference during the summer will be implemented in the Fall.

9.4 Teacher Training - Beginning in September, the video tape recording systems will be employed to train teachers through Guided Self Analysis. Workshops will be conducted in each project school to train teachers in the use of the equipment and to review the Language Technique Codes. Separate workshops will be conducted for teachers new to the Project so that they can be given background information and the rationale. Video tapes of lessons will be used to train teachers as well as Kinescopes. The information gathered by the director at the Leadership Training Conference in Austin, Texas, during the summer of 1969 will be put to use in the fall of 1969 and throughout the year.

9.5 Greater emphasis will be placed on parent and community involvement during the school year, 1969-70, through letters to parents, parent meetings, visitation to the classroom and parent involvement in language practice at home. These activities will be channeled through the individual schools.

9.6 Greater use will be made of resources outside the SEDL such as the Educational Resources Information Centers.

ITEM NO. 1
Demonstration
Teacher #1

BOARD OF EDUCATION
LANGUAGE DEVELOPMENT PROJECT
110 Livingston Street
Brooklyn, New York 11201

RESPONSIBILITIES OF THE DEMONSTRATION TEACHER

Prepared by Eugene Gibney

1. To Supervisors, Principals, Assistant Principals

1.1. Establish rapport.
1.2. Explain rationale of the program.
1.3. Work with assigned supervisor to encourage teacher growth.
1.4. Maintain records of visits to the schools.
1.5. Attend staff conferences during the year to explain the program to the entire staff and to build support.

2. To Teachers

2.1. Establish rapport.
2.2. Explain the rationale of the program.
2.3. Demonstrate techniques used in the Language Development Program in the classroom with teachers observing each demonstration for a particular purpose such as modeling.
2.4. Establish understanding by teachers in the schools that visits and demonstrations are made to develop the program, not to harass teachers. The approach is one of giving help, not making reports. Teaching techniques are not being rated.
2.5. Keep records of demonstrations.
2.6. Schedule demonstrations for the teachers of the school.
2.7. Schedule follow-up observations of teachers who have observed certain techniques.
2.8. Demonstrate the use of audio-visual material.
2.9. Demonstrate the use of the Teacher Education package, (video-tape unit), as a self-improvement device.
2.10. Explain to teachers in the project that visits will be made to the schools during the year by the staff of the Southwest Educational Development Laboratory and by the Coordinator. Instruction should continue as usual during such visits.

3. To Pupils

3.1. Establish rapport with the pupils involved in the program.
3.2. Teach English to classes of pupils while demonstrating a particular technique.
3.3. Enhance the position of the regular class teacher in the Language Development Project through your attitudes and remarks.
3.4. Praise pupils for making real progress in learning standard English patterns.

4. To Parents and Community Groups

    4.1. Explain the values of the program in either English or Spanish, or both.
    4.2. Build parental support for the program through personal contacts and through meetings with groups of parents.

5. To the Coordinator

    5.1. Submit a plan for the demonstrations which will be given in each school. The name of the teacher, time, date, and room number should be part of the plan.
    5.2. Submit a progress report by December, 1968, which will include the number of demonstrations given, observations for teacher growth made, the number of parent contacts, community contacts, and a general statement about the reception by those concerned with the program. A form will be supplied for this purpose.
    5.3. Report to the coordinator any special problems which might endanger the success of the program.
    5.4. Report to the coordinator both positive and negative reactions by parents, pupils, teachers, or supervisors, with the view that this will help overcome objections and aid in the dissemination of information to SEDL for modification of the program to suit the needs of pupils in New York City.
    5.5. Meet with the coordinator on a regular monthly basis to discuss problems and to develop improved plans for coordinating and implementing the program. The suggestions and comments of demonstration teachers are encouraged.
    5.6. Help with the planning of in-service training of new teachers to the program and teachers with some training in the program.

6. Summary

    6.1. The demonstration teacher in the Language Development Program is a key person. It is most important that a sound professional and interested posture be manifested at all times. Good human relations is part of this posture. What the demonstration teacher does in the school will be discussed by all the teachers, not only those in the project. Let us give them good, positive, and exciting material to talk about in a constructive way. You will be a model. Just as we insist in our program that children hear and repeat perfect models, so should the demonstration teacher be an excellent model for the teachers looking to her for training and encouragement. I have every confidence in each of you.

Eugene C. Gibney
Eugene C. Gibney
Coordinator
Language Development Project

9/11/68
lk

ITEM NO. 2
D.T. #2

BOARD OF EDUCATION OF THE CITY OF NEW YORK
LANGUAGE DEVELOPMENT PROJECT
110 Livingston Street - Brooklyn, New York

PROGRESS REPORT FORM
Demonstration Teacher

To: Mr. Eugene C. Gibney, Coordinator

From: ______________________________

Dates Covered by Report: From ______________ To ______________

School Reported On: P.S. ______________ (Note. Use separate form for each school)

1. Number of demonstrations given . . . . ______________
   1.1. Techniques demonstrated to date:

2. Number of observations made . . . . ______________

3. Number of meetings or consultations with teachers ______________

4. Number of parents with whom you spoke regarding program . . . . ______________

5. Number of community people or groups with whom you spoke about the program . . . . ______________

6. Comment on teacher reception to the program and growth in using the approaches and materials.

7. Comment on pupils' growth as a result of using the program.

8. What problems do you have on which help is needed?

9. Other comments.

ITEM NO. 3
D.T. #3

BOARD OF EDUCATION OF THE CITY OF NEW YORK
LANGUAGE DEVELOPMENT PROJECT
110 Livingston Street - Brooklyn, New York

Helene Lloyd, Asst. Supt. Eugene C. Gibney, Director

Demonstration Teachers

The following dates should be kept free for a morning meeting of Demonstration teachers and Spanish Speaking teachers in Room 918A at 110 Livingston Street. The meetings will start at 9:30 a.m. All are scheduled on the last school Friday of the month.

September 27, 1968
October 25, 1968
November 22, 1968
December 20, 1968
January 31, 1969
February 28, 1969
March 28, 1969
April 25, 1969
May 30, 1969

These meetings will be utilized as a planning session for training workshops, use of demonstration teachers' time, and for resolving problems and generally improving the Language Development Program in the schools.

Eugene C. Gibney
Director
Language Development Program

lk
9/68

F#4
ITEM NO. 4

BOARD OF EDUCATION OF THE CITY OF NEW YORK
LANGUAGE DEVELOPMENT PROJECT
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Asst. Supt.

Eugene C. Gibney, Director

Spanish Speaking Teacher

Pattern of School Visits: (Circle days scheduled for schools assigned)

P.S.____ M T W TH F

P.S.____ M T W TH F

P.S.____ M T W TH F

Name of Teacher____________________

Month____________________

Monthly Schedule (Spanish Lessons)

First Week	Second Week	Third Week	Fourth Week	Conference, Meetings, etc.
Monday	Monday	Monday	Monday	1st week
Tuesday	Tuesday	Tuesday	Tuesday	2nd week
Wednesday	Wednesday	Wednesday	Wednesday	3rd week
Thursday	Thursday	Thursday	Thursday	4th week
Friday	Friday	Friday	Friday	**Comments**

Board of Education of the City of Ne
Language Development Program
110 Livingston Street - Brooklyn, Ne

Helene Lloyd, Asst. Supt.

DEMONSTRATION SCHEDULE

Techniques Demonstrated______________________________

Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Date & Time	School
Monday			Monday			Monday	
Tuesday			Tuesday			Tuesday	
Wednesday			Wednesday			Wednesday	
Thursday			Thursday			Thursday	
Friday			Friday			Friday	

f Education of the City of New York
Language Development Program
ingston Street - Brooklyn, New York

DEMONSTRATION SCHEDULE

Eugene C. Gibney, Director

Demonstration Teacher________________________

er's Name	Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Remarks
	Monday			Monday			
	Tuesday			Tuesday			
	Wednesday			Wednesday			
	Thursday			Thursday			
	Friday			Friday			

ITEM NO. 6

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Public School 102 Manhattan

Mr. Martin Frey, District Superintendent
Mrs. Bernice Peebles, Principal
Mrs. Shirley Selikson, Assistant Principal
Mrs. Aida Mora, Demonstration Teacher

Visitations

January 28, 1969 1:15 - 2:45 p.m.

Prekindergarten (Not part of the official project. Teacher is emphasizing oral language patterns.)

Teacher . . . . . Mrs. Mingo (2½ years experience)
Class . . . . . . 16 children, 75% Spanish-speaking
Lesson. . . . . . Self-concept: To develop concepts of school and school activities.

Kindergarten

Teacher . . . . . Mrs. Vertes (10 years experience)
Class . . . . . . 18 children, 75% Spanish-speaking
Lesson. . . . . . Self-concept: To review names and addresses; to develop concepts of school and school activities.

Grade 1

Teacher . . . . . Miss Pellettieri (1½ years experience)
Class . . . . . . 24 children, 33% Spanish-speaking
Lesson. . . . . . Math and Science: To apply relationship of same and different in discriminating among shapes.

Grade 1

Teacher . . . . . Mrs. Subkoff (1½ years experience)
Class . . . . . . 27 children, 60% Spanish-speaking
Lesson. . . . . . Math and Science: To discriminate among shapes by size.

Grade 2

Teacher . . . . . Mrs. Gold (10 years experience)
Class . . . . . . 22 children, 50% Spanish-speaking
Lesson. . . . . . Math and Science: To develop an understanding of symmetry and to apply this understanding to two-dimensional shapes; to reinforce the concept of shape.

ITEM NO. 7

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Public School 17, Brooklyn

Mr. Ralph Brande, District Superintendent
Dr. Harold Simon, Principal
Mrs. Helen Maiwald, Assistant Principal assigned to Project
Mrs. Helen Spevack, Demonstration Teacher

Visitations

January 29, 1969 1:15 - 2:45 p.m.

Ethnic Population of School: Fall, 1968

84.5%	Puerto Rican
6.7%	Negro
6.4%	White

Class 1.1. (303) Mrs. Sharon Hartman Register 31

Children all English speaking; some with prekindergarten experience; all have some kindergarten experience; more mature group.

Lesson: To teach plurals, same and different.

Class 1.2. (307) Mrs. Ellen Natelli Register 30

Children speak English in varying degrees; less than half have had some kindergarten experience; wide range of maturity.

Lesson: To teach plurals, same and different.

Class 1.3. (209) Miss Filomena Fonte Register 30

Children speak English in varying degrees; ten have had some kindergarten experience; wide range of maturity.

Lesson: To teach the concept of self in relation to others and to school.

Class 1.4. (203) Mrs. Vesper Kydd Register 27

Most children just beginning to speak English; three with some kindergarten experience; six with about six-year old maturity; others immature; some emotional problems.

Lesson: To teach differences among circle, triangle and square.

Class 1.5. (302) Mrs. Evelyn Springer Register 28

All children non-English speaking; some with a little kindergarten experience; very immature; some emotional problems.

Lesson: To teach children to recognize a rectangle

Class 1.6. (307) Mrs. Nora Sacerdote Register 27

All children non-English speaking; a few with a little kindergarten experience; very immature; some emotional problems.

Lesson: To teach the concept of personal identity.

ITEM NO. 8

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROJECT

Public School 19, Brooklyn

Mr. Ralph Brande, District Superintendent
Mr. Harry Levine, Principal
Mrs. Lee Goldberg, Assistant Principal assigned to Project
Mrs. Anita Bergman, Teacher, School Coordinator of Project
Mrs. Helen Spevack, Demonstration Teacher

Visitations

January 30, 1969 9:30 - 11:45 a.m.

Objective of Lessons: To review the language patterns taught during the past month.

Grade 1

Teacher . . . . . Mrs. Lippe

Class 1.1. . . . All Spanish-speaking but 1 Chinese pupil. Six non-English students. One Negro child rarely speaks. All, except the 6 non-English speaking pupils, had kindergarten experience.

Teacher . . . . . Mrs. Rabinowitz

Class 1.3. . . . All Spanish-speaking. Ten are non-English speaking. Ten had kindergarten experience.

Teacher . . . . . Miss Gloria Wirtz

Class 1.5. . . . All Spanish-speaking. Fifteen are non-English speaking pupils with no kindergarten experience.

Teacher . . . . . Mrs. Carol Winkler

Class 1.9. . . . All Spanish-speaking. Except for one child, all are non-English-speaking. Five had kindergarten experience. One child is a stutterer.

Teachers . . . . .Mrs. Charlotte Lerer (1.11)
Mrs. Arlene Goldhammer (1.12)

Classes 1.11
and 1.12 . . All Spanish-speaking. Twenty pupils out of 32 are non-English speaking. No pupils had kindergarten experience.

Teachers . . . . . Miss Cathy Cirrito (1.15)
Miss Victoria Eskolsky (1.16)

Classes 1.15
and 1.16 . . . All Spanish-speaking except one. All non-English except one. No pupils had kindergarten experience.

Board of Education of the City of Ne
Language Development Program
110 Livingston Street - Brooklyn, Ne

Helene Lloyd, Asst. Supt.

DEMONSTRATION SCHEDULE

Techniques Demonstrated Modeling & Imitation (Self-Concept)

Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Date & Time	School
Monday Dec. 2	P.S. 19	Mrs. Goldhammer Mrs. Winkler Miss Cirrito Miss Greenblatt Mrs. Willins	Monday Dec. 9	P.S. 19	Miss Lerner Mrs. Winkler Miss Dobelsky Mrs. Lugre Mrs. Willins Miss Cirrito	Monday Dec. 16	P.S. 19
Tuesday Dec. 3	P.S. 19	Miss Fonte Mrs. Kydd Mrs. Springer Mrs. Norman Mrs. Natelli Mrs. Sacerdote	Tuesday Dec. 10	P.S. 19	Miss Fonte Mrs. Kydd Mrs. Springer Mrs. Norman Mrs. Natelli Mrs. Sacerdote	Tuesday Dec. 17	P.S. 19
Wednesday Dec. 4	P.S. 19	Mrs. Goldhammer Mrs. Winkler Miss Cirrito Miss Greenblatt Mrs. Willins	Wednesday Dec. 11	P.S. 19	Mrs. Goldhammer Mrs. Winkler Miss Cirrito Miss Greenblatt Mrs. Willins	Wednesday Dec. 18	P.S. 19
Thursday Dec. 5	P.S. 19	Workshop Mrs. Cohen	Thursday Dec. 12	P.S. 19	Workshop Mrs. Cohen	Thursday Dec. 19	P.S. 19
Friday Dec. 6	P.S. 19	Conference with individual teachers	Friday Dec. 13	P.S. 19	Conference with individual teachers	Friday Dec. 20	P.S. 19

Education of the City of New York
anguage Development Program
ngston Street - Brooklyn, New York

DEMONSTRATION SCHEDULE

Eugene C. Gibney, Director

Demonstration Teacher Mrs. Helen Spevack

's Name	Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Remarks
erer inkler kolsky ippe illins irrito	Monday Dec. 16	P.S. 19	Miss Lerer Mrs. Winkler Miss Cirrito Miss Greenblatt Mrs. Willins Mrs. Lippe	Monday Dec. 23	P.S.19	Miss Lerer Mrs. Winkler Miss Cirrito Miss Greenblatt Mrs. Willins Mrs. Lippe	
onte ydd [illegible] rtman atelli [illegible]	Tuesday Dec. 17	[illegible]	Miss Fonte Mrs. Rydd Mrs. [illegible] Mrs. [illegible] [illegible] Catelli [illegible]	Tuesday Dec. 24		CHRISTMAS HOLIDAY	
oldhammer inkler irrito reenblatt illins	Wednesday Dec. 18	P.S. 19	Mrs. Winkler Miss Lerer Miss Cirrito Miss Greenblatt Mrs. Willins Mrs. Lippe	Wednesday Dec. 25		CHRISTMAS HOLIDAY	
op ohen	Thursday Dec. 19	P.S. 19	Workshop Mrs. Cohen	Thursday Dec. 26	P.S.19	Workshop Mrs. Cohen	
rence individ- teachers	Friday Dec. 20	P.S.19	Conference at Board of Education	Friday Dec. 27	P.S.19	Mrs. Lippe Miss O'Neill Mrs. Rabinowitz Miss Wirtz Miss Bernstein	

Board of Education of the City of New
Language Development Program
110 Livingston Street - Brooklyn, New

Helene Lloyd, Asst. Supt.

DEMONSTRATION SCHEDULE

Techniques Demonstrated Modeling & Repitition (Self-Concept)

Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Date & Time	School
Monday Dec. 2	P.S.5-X	Miss Mendelson Mrs. Girdharry Miss Spielberger Miss Schneider	Monday Dec. 9	P.S.5-X	Miss Petrelli Mrs. Fishbein Mrs. Press	Monday Dec. 16	
Tuesday Dec. 3	P.S.5-X	Mr. Vallone Mrs. Cinelli Miss Tucker Mrs. Kazimiroff	Tuesday Dec. 10	P.S.5-X	Miss [illegible] Miss [illegible] Mrs. Krause Mr. Reinhold	Tuesday Dec. 17	
Wednesday Dec. 4	102-M	Mrs. Tomasulo Mrs. Vertes Miss Corgie	Wednesday Dec. 11	102-M	Miss Pellitrino Miss Cicileo	Wednesday Dec. 18	
Thursday Dec. 5		Testing Conference 110 Livingston Street	Thursday Dec. 12	102-M	Mrs. Small Miss Gold	Thursday Dec. 19	102-M
Friday Dec. 6		Miss Rosen Miss Berber	Friday Dec. 13	102-M	Mrs. Mingo Mrs. Subkoff	Friday Dec. 20	

Education of the City of New York
anguage Development Program
ngston Street - Brooklyn, New York

DEMONSTRATION SCHEDULE

Eugene C. Gibney, Director

Demonstration Teacher Mrs. Aida Mors

r's Name	Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Remarks
etrelli ishbein ress	Monday Dec. 16		ABSENT	Monday Dec. 23		ABSENT	
udcick achjian rause inhold	Tuesday Dec. 17		ABSENT	Tuesday Dec. 24		CHRISTMAS HOLIDAY	
ellitrino icileo	Wednesday Dec. 18		ABSENT	Wednesday Dec. 25		CHRISTMAS HOLIDAY	
mall old	Thursday Dec. 19	102-21	Mrs. Gerber Mrs. Mingo	Thursday Dec. 26		CHRISTMAS HOLIDAY	
Mingo Subkoff	Friday Dec. 20		Monthly Conference 110 Livingston Street	Friday Dec. 27		CHRISTMAS HOLIDAY	

Board of Education of the City of N
Language Development Program
110 Livingston Street - Brooklyn, N

Helene Lloyd, Asst. Supt.

DEMONSTRATION SCHEDULE

Techniques Demonstrated Modeling & Repetition (Self-Concept)

Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Date & Time	Schoo
Monday Dec. 2	P.S.96	Mrs. Pannell Mrs. Poverman Mrs. Posner Mrs. Soslowitz Mrs. Porter	Monday Dec. 9	P.S. 96	Mrs. Pannell Mrs. Poverman Mrs. Posner Mrs. Soslowitz Mrs. Porter	Monday Dec. 16	P.S.96
Tuesday Dec. 3	P.S. 96	Miss Bishins Miss Eustace Miss Miller Mrs. Reed Miss Childs Miss Romero	Tuesday Dec. 10	P.S. 96	Miss Bishins Miss Eustace Miss Miller Mrs. Reed Miss Childs Miss Romero	Tuesday Dec. 17	P.S. 9
Wednesday Dec. 4	P.S. 96	Miss Davis Miss Scaglione Mrs. Halpern Mrs. Reed Mrs. Posner	Wednesday Dec. 11	P.S. 96	Miss Davis Miss Scaglione Mrs. Halpern Mrs. Reed Mrs. Posner	Wednesday Dec. 18	P.S. 9
Thursday Dec. 5	P.S.96	Miss Daly Mrs. Simon Mrs. Gellady Miss Dyer Miss Golovensky Miss Danen	Thursday Dec. 12	P.S. 96	Miss Daly Mrs. Simon Mrs. Gellady Miss Dyer Miss Golovensky Miss Danen	Thursday Dec. 19	P.S. 9
Friday Dec. 6	P.S. 96	Mrs. Fechter Mrs. Banks Miss Beach Miss Marketos Miss Tom Mrs. Samuels	Friday Dec. 13	P.S.96	Mrs. Fechter Mrs. Banks Miss Beach Miss Marketos Miss Tom Mrs. Samuels	Friday Dec. 20	P.S.

of Education of the City of New York
Language Development Program
ivingston Street - Brooklyn, New York

DEMONSTRATION SCHEDULE

Eugene C. Gibney, Director

Demonstration Teacher Miss Ruth Calderon

her's Name	Date & Time	School	Teacher's Name	Date & Time	School	Teacher's Name	Remarks
Pannell Poverman Posner Soslowitz Porter	Monday Dec. 16	P.S.96	Mrs. Pannell Mrs. Poverman Mrs. Posner Mrs. Soslowitz Mrs. Porter	Monday Dec. 23		ABSENT	
Bishins Eustace Miller Reed Childs Romero	Tuesday Dec. 17	P.S. 96	Miss Bishins Miss Eustace Miss Miller Mrs. Reed Miss Childs Miss Romero	Tuesday Dec. 24		CHRISTMAS HOLIDAY	
Davis Scaglione Halpern Reed Posner	Wednesday Dec. 18	P.S. 96	Miss Davis Miss Scaglione Mrs. Halpern Mrs. Reed Mrs. Posner	Wednesday Dec. 25		CHRISTMAS HOLIDAY	
Daly Simon Gellady Dyer Colovensky Danen	Thursday Dec. 19	P.S. 96	Miss Daly Mrs. Simon Mrs. Gellady Miss Dyer Miss Colovensky Miss Danen	Thursday Dec. 26		CHRISTMAS HOLIDAY	
Fechter Banks Beach Markston Tom Samuels	Friday Dec. 20	P.S. 96	Mrs. Fechter Mrs. Banks Miss Beach Miss Markston Miss Tom Mrs. Samuels	Friday Dec. 27		CHRISTMAS HOLIDAY	

ITEM NO. 12

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Language Development Project
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

EVALUATION DESIGN, 1968-69

A. INITIAL TESTING PROGRAM - First Grade Classes

1. For all first grade classes (including schools entering the project for the first year) the following measures were administered to secure initial equating or status information:

   a. The Linguistic Capacity Index
   b. The Puerto Rican Scale "A"
   c. The New York State Reading Readiness Tests

2. Time of Testing

   a. The Linguistic Capacity Index was administered in the first week of January, 1969.
   b. The Puerto Rican Scale "A" is administered as part of the city-wide testing program of children with handicaps in English because of another mother tongue. It is administered during the child's first month in school in the fall of 1968. This date will vary somewhat from school to school and class to class depending upon the strike situation prevalent at the time.
   c. The New York State Reading Readiness Test was administered as part of the city-wide testing program during the month of December, 1968. This test was delayed until then because of the strike. The administration of the Linguistic Capacity Index which had been delivered to all schools in December had to be postponed until the first week of January, 1969.

3. Modification - initial testing involving the revised Ott Test could not be executed because of the inoperable apparatus arranged for in New York by the SEDL and the Norelco Company. A planned pilot testing scheduled for December and at which members of Norelco and SEDL were present for demonstration purposes to BER staff failed to be executed. SEDL found that the Norelco equipment they had intended using with their master tape could not be properly synchronized to permit testing six or eight students at a time as promised. After improvising with equipment provided by our own Bureau of Audio Visual Instruction, representatives of Norelco and SEDL could only provide one operable unit for testing; unfortunately only one student could be tested at a time. It became obvious that the inability to test more than one child at a time made the initial testing program, planned around a multi-testing schedule, impossible. SEDL and Norelco agreed to work the technical problem out and report in 1969. Consequently, the Ott Testing program could not be implemented on an initial basis.

B. INITIAL TESTING PROGRAM - Second Grade Classes

1. For all second grade classes, experiencing their second year in the program, the measurements administered last year (1967-68) as part of that year's initial testing program, while these students were in first grade, will be used again to secure initial equating or status information. These measures include:

   a. The Linguistic Capacity Index - administered in 10/1967.
   b. The Puerto Rican Scale "A" scores - secured in 10/1967
   c. The New York State Reading Readiness Scores - obtained in 11/1967.

2. For some of these same present second graders, Ott-Jameson Test Scores are available. Approximately 70 control and 70 experimental students were tested in 10/1967, as selected samples for that school year, by representatives of the SEDL. These scores can be used for equating this selected population and comparing them on June, 1969 Ott Test scores.

3. Scoring

   The Linguistic Capacity Index tests administered as part of the Initial Testing Program have all been scored and checked by the clerical staff of the BER. Scores are now being tabulated upon master data sheets. The initial Puerto Rican Scale "A" scores were entered on student record cards in October or November, 1968. These scores will be obtained from the schools in April, 1969. The Pupil Background Form, used last year for this purpose, will again be sent to the schools to secure demographic information, but the score secured will be used as an initial measurement. New York State Reading Readiness Scores are available now at the Bureau of Educational Research. These will be transcribed onto master data sheets as soon as the clerical staff completes tabulation of Linguistic Capacity Index scores. It is anticipated that this work will begin in late March, 1969. Once the Linguistic Capacity Index Scores and the New York State Reading Readiness scores have been tabulated the Puerto Rican Scale Scores will be transcribed onto master data sheets beginning in late April. It is anticipated that by the end of the first week in May, 1969 all initial testing data for this year will be available on master data sheets.

C. THE FINAL TESTING PROGRAM

1. For all first grade classes (including schools entering the project for the first year) the following measures will be administered:

   a. The Linguistic Capacity Index (May, 1969)
   b. The Metropolitan Reading Test, Form B (May, 1969)
   c. The Puerto Rican Scale "A" (final) (June, 1969)
   d. The Language Performance Scale (June, 1969)
   e. The Pupil Background Form (April, 1969)
   f. The Ott Test (300 selected samples) (May, 1969)
      pilot testing of new apparatus - (April, 1969)
   g. Staff questionnaires (June, 1969)

2. For all second grade classes experiencing their second year with the program the following instruments will be administered:

    a. The Metropolitan Reading Test, Form "B" (June, 1969)
    b. The Puerto Rican Scale "A" (June, 1969)
    c. The Language Performance Scale (June, 1969)
    d. The Pupil Background Form (April, 1969)
    e. The Ott Test (400 selected samples) (May, 1969)
    f. Staff questionnaires (June, 1969)

3. Scoring

    a. Scoring of the Linguistic Capacity Index will begin in June, 1969. Pending the availability of sufficient clerical staff, all tests should be scored, checked and tabulated on master data sheets by August 1, 1969. (It is to be noted that termination of many final testing programs in June make huge demands upon clerical staff time).

    b. Final Puerto Rican Scale Scores and Language Performance Scores should be transcribed onto master data sheets by August 1, 1969. (This date, again, is optimistic. Scoring and tabulation conflict with vacation schedules and decrease available staff.)

    c. Metropolitan Reading Tests for first grade must be hand-scored at the Bureau during June and entered on master data sheets by August 1, 1969. Test scores for second graders will be machine-scored commercially and should be available for tabulation on master data sheets by July, 1969. Tabulation will continue until August 1, 1969.

    d. The Ott Test tapes will be forwarded to SEDL in Texas on or before June 1, 1969, for scoring by SEDL. It is anticipated that scores shall be sent to New York for tabulation in BER by August 1, 1969. Tabulation shall require approximately two working weeks.

4. Data Processing

    a. A contract for data processing shall be sought. Preparatory steps for bidding shall be taken in April. The company awarded the contract shall be notified that data processing shall begin August 15th depending [illegible] scoring and [illegible] during the months of June, July and August.

    b. Initial data processing runs for tryout shall follow key-punching during the third week of August. Returns from tryout runs should be available for scanning by September 1, 1969. Corrections should require one week in September. Final data analyses runs should be made by September 15, 1969.

    c. The subsequent two weeks in September must be devoted to interpretation of the data and the formation of preliminary tables. (Note: this coincides with the period required for preparing a testing plan and materials for the beginning of the third year of the study).

5. The Report - writing the final report for the second year should begin October 1, 1969 and be available in initial draft form by the third week in October. (This writing period coincides with the administration of the initial testing for the third year). Review of the initial draft should be conducted by SEDL, New York State and BER during late October or early November. A final revised report should be ready for publication by the end of November or at the latest, by December 1, 1969.

6. Analyzing, tabulating and interpreting questionnaire returns should be done during the summer of 1969 for write-up in September, 1969.

7. All final testing plans and evaluation plans are based upon the assumption that there will be no unforeseen interruptions of the testing and scoring schedules and that sufficient personnel can be provided to accomplish the described tasks.

ITEM NO. 13

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent — Eugene C. Gibney, Director

School____________________

Date____________________

1- The following equipment has been received in this school:

A. Ampex TR 820 Monitor Receiver
B. Ampex CA 710 Cable Kit
C. GBC VF 302 Viewfinder Camera
D. AKG D 119 ES Hi Z Microphone
E. Atlas MS10C Microphone Stand
F. Plasmobile AV-452 VTR Table
G. Quick Set Sampson 7301 Tripod w/elevat
H. Quick Set Sampson 7201 Friction Head
I. Quick Set Sampson 7601 Dolly
J. Shure M 68 Microphone Mixer
K. Ampex VR 5100 Video Tape Recorder
L. Reels of Video Tape #______

2- This Video Tape Recording System will remain in experimental schools as long as they are part of the project. In may be removed by the project director if better use can be made of this expensive equipment elsewhere.

3- Please take adequate security measures to prevent theft, vandalism or destruction of the equipment.

4- One person should be nominated in each school to take responsibility for its use and its security. The person in this school is ____________________.

5- If there is any difficulty with the equipment, call Sonocraft & Co., at JU 2-1750, and ask for Mr. Buck. They will send a technician to make repairs. Please note the problem with the equipment and notify me at 596-8940.

6- Please return this form to Eugene C. Gibney, 110 Livingston Street, Brooklyn, New York, Room 928.

7- The lens of the camera should not be pointed directly at the sun or a light nor should the lens be left uncovered when not in use. This will burn out the lens and the guarantee will not cover the result of such misuse.

____
Signature of the Principal

EUGENE C. GIBNEY
Director
Language Development Project

Approved: Helene M. Lloyd
Assistant Superintendent

ITEM NO. 14

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
110 Livingston Street - Brooklyn, New York 11201

VISITATION - DEMONSTRATION PROJECT, MAY 19-24, 1969

PUPILS, CARVAJAL ELEMENTARY SCHOOL, SAN ANTONIO, TEXAS

Participants

San Antonio Independent School District
Southwest Educational Development Laboratory
Office of Urban Education, The State Ed. Dept.
New York City Public Schools

MAY 19 - MONDAY

7:30 A.M.	Departure, Braniff Flight #2, from San Antonio (Fiesta brunch served on board.)
12:45 P.M.	Arrival, J. F. Kennedy Airport (In Attendance - Dr. Donovan, Mrs. Swanker, Mrs. Lloyd, Mr. Gibney, Mr. Canepa, 3 adults and 2 children from P.S. 102, Manhattan, 2 Spanish-speaking teachers from Language Development Project.)
1:00 P.M.	Bus picks up group at Braniff Terminal, Kennedy Airport, for trip to Hotel Commodore, 42nd Street entrance, Manhattan.
1:30 P.M.	Register, Hotel Commodore - (Mr. Gibney will handle reservations; gratuities for transporting luggage to hotel rooms have been paid.) 2:00 P.M. - Take bus to Sloan House "Y".
2:15 P.M.	Lunch, Sloan House YMCA, 356 West 34th Street, Manhattan. (Each member of the group will be given a card stamped "San Antonio"; the card is given to the cashier. This procedure will be followed for all meals.)
3:30- 5:00 P.M.	Visit Board of Education television studio, Channel 25, 112 Tillary Street, Brooklyn, to become acquainted with studio. (Mr. James Macandrew - Director; Miss Joan McCabe - Program Coordinator.)
6:00 P.M.	Dinner, Sloan House
7:00 P.M	Bus will not be available after 6 P.M. Group may take a walking tour and return to Hotel Commodore. The following can be viewed enroute to the Hotel: Madison Square Garden, Penna. R. R., Macys, Gimbels, Fifth Avenue, Empire State Bldg. as seen from street, New York Public Library, Grand Central Station.

(Note to Bus Driver: Arrangements have been made with Sloan House YMCA to park bus in a lot behind the "Y."

MAY 20 - TUESDAY

7:00 A.M. Bus picks up group at Hotel Commodore, 42nd Street entrance

7:20 A.M. Breakfast, Sloan House "Y"

8:00 A.M. Bus picks up group at "Y"; travels to Board of Ed. Television Station, Channel 25, 112 Tillary Street, Brooklyn, N. Y.

(Note to Driver: Park bus on Tillary Street.)

9:00-
11:00 A.M. Demonstration lesson - Television Studio
(Participants: Lesson -- Mrs. Sutton, Carvajal Pupils; Introduction - Dr. Donovan, Mr. Hakala, Mrs. Swanker)

11:00-
11:15 A.M. Recess Period

11:15 A.M. Bus picks up group at 112 Tillary Street; travels to P.S. 102 M. 315 E. 113th Street, Manhattan.
(Note to Driver: Bus travels south on Second Avenue and turns left on 113th Street, a dead-end street. Park bus on this section of the street.)

12:00 Noon Reception and Lunch for Carvajal group, P.S. 102 M.
(Participants: Mr. Martin Frey, District Superintendent; Mrs. Bernice Peebles, Principal; Miss Mahon, Teacher of Class 5.1.; Class 5.1; Parents) Short, informal demonstration.

1:30 P.M. Bus picks up group at P.S. 102 M, 315 E. 113th Street, Manhattan; travels to Time & Life Bldg., Rockefeller Center, 51st Street entrance, near 6th Avenue.

2:30 -
4:30 P.M. Reception, Time & Life Bldg., 8th floor (Entrance to bldg. arranged by Miss Lee.)
(Participants: Miss Rena Lee (Asst. to Public Relations Director, Time-Life); Dr. Donovan; Mrs. Swanker; Mrs. Lloyd; others in Language Development Project; Carvajal Group; Mrs. Peebles; 3 Parents and Class 5.1. of P.S. 102 M; Commissioner Vincente Ximenes, Inter-Agency Commission for Mexican-American Affairs; Mr. Piri Thomas, author; Mr. Rhett Austell, Publisher, Time-Life)

4:30-
5:00 P.M. Group may view area around Rockefeller Center.

5:00-
6:00 P.M. Bus picks up group at Time & Life Bldg., 51st Street entrance, near 6th Avenue, for return to Sloan House, via view of Central Park (buses not allowed in Park), Park Avenue, Times Square, etc.
(Note: Bus will not be available after 6:00 P.M.)

6-7:30 P.M. Dinner, Sloan House.

8-9:00 P.M. Group walks to Empire State Building, 34th near Fifth Avenue, for a view of the city. (Take elevator to observation roof. Reservations held at ticket office.)
Group walks to Hotel Commodore.

MAY 21 - WEDNESDAY

7:30 A.M. Group walks to breakfast at Horn & Hardart Cafeteria, 451 Lexington Avenue at 45th Street (Reservation made for group.)

8:30 A.M. Bus picks up group on Lexington Avenue near 45th Street; travels to United Nations Plaza.

9:00 A.M. Group visits United Nations Bldg. (Bldg. opens at 9 a.m.)

9:30 10:30 A.M. Group visits with Mr. Eugenio V. Pasqueira, Consul General of Mexico and staff, 8 East 41st Street. (Mr. Pesqueira will ask the Representative of the Mexican Mission to the United Nations to greet the children if the representative is available. A few Mexican children living in New York City may be in attendance.)

10:30- 11:00 A.M. Bus picks up group at 8 East 41st Street; travels to P.S. 19, Brooklyn, 325 S. 3rd Street (District Superintendent - Mr. Ralph Brande; Principal - Mr. HarryLevine; Asst. Principals, Mrs. Goldberg and Mr. Harold Levine)

Note to Driver: Park bus in front of school.

11:00- 11:45 A.M. Class 5.1., Carvajal School, gives informal demonstration for teachers, P.S. 19 and 17, Brooklyn, in school library; question-answer period.

11:45- 12:45 P.M. Recess and lunch at P.S. 19, Brooklyn

12:45 P.M. Bus picks up group; travels to Board of Education, 110 Livingston Street, Brooklyn.

1:30- 4:15 P.M. Demonstration lesson byCarvajal Pupils, Hall of the Board of Education and discussion.

4:15 P.M. Bus picks up group at 110 Livingston Street; travels to restaurant, Fonda La Paloma, 156 East 49th Street, Manhattan.

Note: Bus will not be available after group reaches restaurant.

5-6:15 P.M. Dinner, Fonda La Paloma (Mr. Sabino Derderian - Manager)

6:15 P.M. Group takes subway to Lincoln Center, Lincoln Center Plaza at 66th Street.
Directions: Take the 6th Avenue Line - "D" (uptown train) subway at Rockefeller Center. Get off at 59th Street, and transfer to the IRT #1 (uptown train). Go one stop to 66th Street (Lincoln Center).

8:00 P.M. Group takes subway to Hotel Commodore.
Directions: Take the IRT #1 (Downtown train) at 66th Street. Get off at 42nd Street. Transfer to shuttle train. Get off at Grand Central Station.

MAY 22 - THURSDAY

8:00 A.M.	Bus picks up group at Hotel Commodore, 42nd Street entrance, travels to Sloan House.
8:25- 9:15 A.M.	Breakfast, Sloan House
9:15 A.M.	Bus picks up group at Sloan House; travels to City Hall, Manhattan
9:30- 9:45 A.M.	Group views area adjacent to City Hall.
9:45- 10:15 A.M.	Group received by Mayor Lindsay in Blue Room. Children from Carvajal School will present scroll from Mayor of San Antonio to Mr. Lindsay. (Arrangements by Miss Radley, Mayor's Office)
10:15- 11:45 A.M.	Bus picks up group for trip to St. Patrick's Cathedral, 51st Street. Spots to be viewed enroute to be announced.
12 Noon	St. Patrick's Cathedral. Members of group desiring to attend 12 o'clock Mass may do so; others may visit in area adjacent to Cathedral.
12:30 P.M.	Group received by Cardinal Cooke, at 51st Street side of Cathedral — grass area (Arrangements by Monsignor James Rigney.)
1:00 P.M.	Bus picks up group at 51st Street; travels to P.S. 33 M, 281 9th Avenue, Manhattan, for lunch and brief informal demonstration by pupils. (District Superintendent - Dr. Elliott Shapiro; Principal - Mr. Harold Levine)
2:00- 2:45 P.M.	Bus picks up group; travels to Pier 83 on 43rd Street.
2:45 P.M.	Group takes Circle Line boat tour around Manhattan Island (3-hour tour; boat leaves at 2:45 p.m.)
5:45 P.M.	Bus picks up group, Pier 83, 43rd Street, for return to Sloan House for dinner.

Note: Bus will no longer be available after depositing group at Sloan House.

6:00-7:00 P.M.	Dinner, Sloan House
7:00 P.M.	Group will be free to visit enroute to Hotel Commodore.

MAY 23 - FRIDAY

6:00 A.M.	Bus picks up group at Hotel Commodore for trip to Albany.
8-8:45 A.M.	Breakfast at a restaurant enroute.
10:30 A.M.	Group arrives at State Ed. Bldg., Washington Avenue, opposite the Capitol; group goes to main information desk.
11:00 A.M.	Group meets Mrs. Ruth Toch, Solicitor General of the State of New York.
11:45 A.M.	Demonstration Lesson, Regents, Chancellor's Hall
1:00 P.M.	Lunch
2:00 P.M.	Visit State Museum and other important buildings
3:00 P.M. (Approx.)	Bus leaves for New York City.
5:00 P.M.	Dinner enroute.
7:00 P.M.	Group arrives at Hotel Commodore.

MAY 24 - SATURDAY

6:45 A.M.	Group assembles, 42nd Street entrance of Hotel Commodore, for bus pick-up at 7 a.m. for trip to Newark Airport.
8:15 A.M.	Group leaves on Braniff Flight #7, at 8:15 A.M.
1:09 P.M.	Arrival at San Antonio airport at 1:09 P.M. (Fiesta brunch served in flight.)

[illegible]

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

Minutes of the Meeting of Demonstration and Spanish-Speaking Teachers
June 20, 1969

IN ATTENDANCE: Mrs. Spevack, Mrs. Mackelduff, Mrs. Perlman, Mrs. Mora, Miss Calderon, Mrs. DiScipio, Mr. Nieves, Miss Fonte and Miss Velez

I. PROGRESS REPORTS - ENGLISH

PS 156K - Unit II Lessons 3 and 4
175K - Unit II Lesson 10, Lesson 3
17K - Unit II, Lesson 2-6
96M - First grade - Unit II, Lesson 1 and 2
Second Grade - Lesson 8 and 9
180M - First grade - Unit II, Lessons 1 and 2
Second grade - Lesson 8 and 9
19K - Unit I, Lesson 7 - Unit II, Lessons 3 and 4
102M - Unit II, 1st Grade, Lesson 4
Second Grade - Lesson 8
396K - First Grade, Unit 1, Lesson 15
Unit II, Lesson 5

SPANISH

PS 102M - Unit II Lesson 2
17K - Unit I Lesson 14
19K - Unit II Lesson 6

2. EVALUATION PROCEDURES

2.1 Evaluation and testing came too late in the year. Teachers were frustrated about giving information and filling out forms when they were also responsible for end-year clerical work. In some schools substitutes filled out pupil information forms. Demonstration and Spanish-speaking teachers had to help with the clerical work involved in testing and questionnaires.

2.2 The Receptive Language Test was thought to be a good one (both the English and Spanish version).

2.3 Teachers objected to the Metropolitan Achievement Test, Primary I, Form C. The children had difficulty with the test. Pupils did not know the vocabulary and gave up. The test has nothing to do with the project and teachers felt it should not be used to evaluate the project.

2.4 There was no orientation for administering the tests. Test information, it was thought, should go to the demonstration teachers, not the school coordinators. Demonstration teachers should know about the tests. Testing covered material not taken up by the class teacher.

2.5 Re: Teacher Questionnaire - no mention is made of the Demonstration or Spanish-Speaking Teachers. There should be provision for teacher response and evaluation of these positions. Some pages in the questionnaire were missing. Question 18 asked teachers to compare the New York program with the experimental program. Most teachers were not able to do this.

2.6 Individual Testing - Children could not answer because of the way the test was administered. Mrs. Leavitt was a stranger to the children and they did not respond normally. Spanish-speaking or Demonstration Teachers were recommended for this.

2.7 Teacher and pupil questionnaires should be out in the schools in early May. The fact that not all classes were tested caused division among the staff.

3. EVALUATION OF THE PROGRAM THIS YEAR

3.1 There was teacher resistance in the beginning but as the teachers progressed they felt more comfortable with the project and resistance decreased.

3.2 Teachers who were enthusiastic and experienced saw growth and children speaking correctly. They want to know what will happen with the project. They have seen many projects started and dropped and would like to see this one continued. Some felt new teachers were more receptive because of the above experience of older teachers.

3.3 In the second grade it was thought that many of the language patterns were too long. They should be broken up.

3.4 Many teachers were concerned with the fact that the evaluation concerned reading, not oral-language development.

3.5 Re: Second Grade lessons

3.5.1 They are concerned mostly with Math, not Science.
3.5.2 The first few lessons are too difficult.
3.5.3 No motivation is provided for.
3.5.4 The Weather Lesson was good.
3.5.5 Symmetry and other lessons were not geared to interests and experiences of children.
3.5.6 Culminating activities including all children.

3.6 In Spanish - there was definitely pupil growth. There are a lot of errors in the Spanish Patterns and in Unit II first grade the patterns are too long.

3.7 Teacher Training
3.7.1 Shorter films on particular techniques should be used.
3.7.2 There should be practice teaching (oral).
3.7.3 The coding was found to be helpful in some schools, not others.
3.7.4 A discussion of the manual is needed in some schools.
3.7.5 The film this year was helpful and useful.
3.7.6 Sometime should be given to sharing information about Puerto Rican children so teachers understand them.

3.8 Demonstration Teacher -

3.8.1 Not a cluster teacher.
3.8.2 Some complaints were made when visits were made on a daily basis.
3.8.3 Change the title to Project Coordinator.
3.8.4 Demonstration Teachers wound up giving most tests and doing a lot of the clerical work.

3.9 Spanish Teacher -

3.9.1 This works well.
3.9.2 There were too many unannounced visitors invited by the principals.

3.10 Administration

3.10.1 Assistant principal and principal must give more support to the project.

3.11 Organization

3.11.1 Clearer organization of the control and experimental classes in the evaluation must be done.

3.11.2 Demonstration and Spanish teachers should not be scheduled to same classroom in same day.

3.12 Supervision

3.12.1 Letters to teachers after visitation were appreciated by classroom teachers.
3.12.2 Graphic record of attendance of classroom teachers was useful.
3.12.3 Special sessions on techniques of persuasion should be held for demonstration and Spanish-speaking teachers.

4. 4.1 Teachers report to schools Friday September 5, 1969.
4.2 Orientation meetings will be held on September 11 and 12, 1969.

EUGENE C. GIBNEY
Secretary Pro Tem

APPENDIX A

SAMPLE WORKSHOP MATERIAL

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Language Development Project
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Asst. Supt.   Eugene C. Gibney, Director

To: All Principals and Teachers in the Language Development Project

From: Eugene C. Gibney
Director

Subject: Teacher-Training Workshops

It is hoped that we will have video tape recorder units for most of the project schools by the end of February, 1969. In order to provide training in the use of the equipment and in the coding of language techniques, all teachers in the project are urged to attend the scheduled workshop sessions. A training film will be used to train teachers in the coding of the seven techniques. The goal of the Teacher Education Package is guided self-analysis and self-improvement.

Attendance at these workshops is imperative. Teachers will be doing something entirely different in the field of teacher training, and unless they are present, they will not understand the codes, how to use them, how to graph them, or what the equipment is like.

A. Teachers New to the Program

1. Brooklyn Schools	Workshop No. 4	Workshop No. 5	Time
P.S. 19-K	January 9	January 23	8:10-10:10 A.M. 1:30-3:30 P.M.
P.S. 17-K	January 7	January 21	3:15-5:00 P.M.
P.S. 396-K, 175-K, 156-K	January 8	January 22	3:15-5:00 P.M.

B. All Teachers

1. Manhattan Schools	Workshop No. 2	Workshop No. 3	Time
P.S. 96-M (Arrangements to be made)			
P.S. 180-M	January 13	January 28	3:15-5:00 P.M.
P.S. 102-M	January 6	January 29	3:15-5:00 P.M.
2. Bronx Schools			
P.S. 5-X	January 20	January 30	3:15-5:00 P.M.

Everyone involved should find these training sessions interesting and informative. They should give each teacher a deeper insight into the language development techniques.

Eugene C. Gibney
Eugene C. Gibney
Director
Language Development Project

lk
cc: Mrs. Helene M. Lloyd
Asst. Supt.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street, Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

To: All Principals and Teachers in the Language Development Project

From: Eugene C. Gibney
Director

Subject: Teacher-Training Workshops

A. Teachers New to the Program

1. Brooklyn Schools	Workshop No. 6	Workshop No. 7	Time
P.S. 19-K	February 13	February 20	8:10-10:10 A.M. 1:30-3:30 P.M.
P.S. 17-K	February 19		3:15-5:00 P.M.
		February 27	1:15
P.S. 396-K, 175-K, 156-K	February 12	February 26	3:15-5:00 P.M.

B. All Teachers

1. Manhattan Schools	Workshop No. 3	Workshop No. 4	Time
P.S. 96-M	February 19	February 26	12:00 noon
P.S. 180-M	February 19	February 26	9:30
P.S. 102-M	February 24	March 3	3:15-5:00 P.M.
2. Bronx School			
P.S. 5-X	February 17	March 10	3:15-5:00 P.M.

It is requested that the coordinator in the school make arrangements to have a movie projector set up in the meeting room with a screen. A Southwest Educational Development Laboratory film illustrating the techniques used in the project will be shown. This film will also be used to continue to train teachers in coding such lessons.

The cooperation of all concerned is appreciated.

Very truly yours,

Eugene Gibney
Eugene C. Gibney
Director
Language Development Project

lk
cc: Mrs. Helene M. Lloyd
Asst. Superintendent
District Superintendents

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

To: All Principals and Teachers in the Language Development Project

From: Eugene C. Gibney
Director

Subject: Teacher-Training Workshops

A. Teachers New to the Program

1. Brooklyn Schools	Workshop #8	Time	Workshop #9	Time
P.S. 19-K	March 20	8:30-10:30AM 1:30-3:30PM	March 27	8:30-10:30 AM 1:30-3:30PM
P.S. 17-K	March 13	1:15 PM	March 18	11:30 AM
P.S. 156-K	March 11	12:35 PM	March 20	12:35 PM
P.S. 396-K	March 11	11:15 AM	March 18	1:50 PM
P.S. 175-K	March 11	3:15 PM	March 25	3:15 PM

B. All Teachers

1. Manhattan Schools	Workshop #5	Time	Workshop #6	Time
P.S. 96-M	March 12	Noon	March 26	Noon
P.S. 180-M	March 12	9:30 AM	March 26	9:30 AM
P.S. 102-M	March 17	3:15-5:00PM	March 24	3:15-5:00 PM
2. Bronx School				
P.S. 5-X	March 10	3.15 PM	March 19	3:15-5:00 PM

We will still be working on learning to make profiles of the filmed lesson using Guide Booklets 1, 2 and 3. All teachers in the project who attend the sessions will receive the Guide Booklet under study for that session and will keep the booklet for future use in coding her/his Video-taped lessons.

It is requested that the coordinator in the school make arrangements to have a movie projector set up in the meeting room with a screen.

The cooperation of all concerned is appreciated.

Sincerely,

Eugene C. Gibney
Director
Language Development Project

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el
cc: Mrs. Helene M. Lloyd,
Assistant Superintendent
District Superintendents

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent — Eugene C. Gibney, Director

To: All Principals and Teachers in the Language Development Project

From: Eugene C. Gibney
Director

Subject: Teacher-Training Workshops

A. Teachers New to the Program

1. Brooklyn Schools	Workshop #9	Time	Workshop #10	Time
PS 19K	April 17	8:30-10:30 AM 1:30-3:30 PM	May 8	8:30-10:30AM 1:30-3:30 PM
PS 17K	April 24	1:15 PM	May 1	1:15 PM
PS 156K	April 15	12:35 PM	April 29	12:35 PM
PS 396K	April 17	11:15 AM	April 24	11:15 AM
PS 175K	April 15	3:15 PM	April 22	3:15 PM

B. All Teachers

1. Manhattan Schools	Workshop #7	Time	Workshop #8	Time
PS 96M	April 16	Noon	April 30	Noon
PS 180M	April 16	9:30 AM	April 30	9:30 AM
PS 102M	April 21	3:15-5:00 PM	April 28	3:15 PM

The Video Tape should have been delivered to the schools involved by this time. I have also been assured that the Video Tape Recording Systems will be delivered in a week or two. Since this is so, we will be discussing the rationale and research done on this type of teacher training in our workshops. We will also be completing a discussion of the codes.

Meetings with the principal and his aides will be held in each school to plan and schedule use of the equipment.

There is only a short two and a half-month period left. Let's make it a worthwhile time for all, especially the children in our project.

Sincerely,

Eugene C. Gibney
Director
Language Development Project

el
cc: Mrs. Helene M. Lloyd,
Assistant Superintendent
District Superintendents

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent Eugene C. Gibney, Director

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Language Development Project

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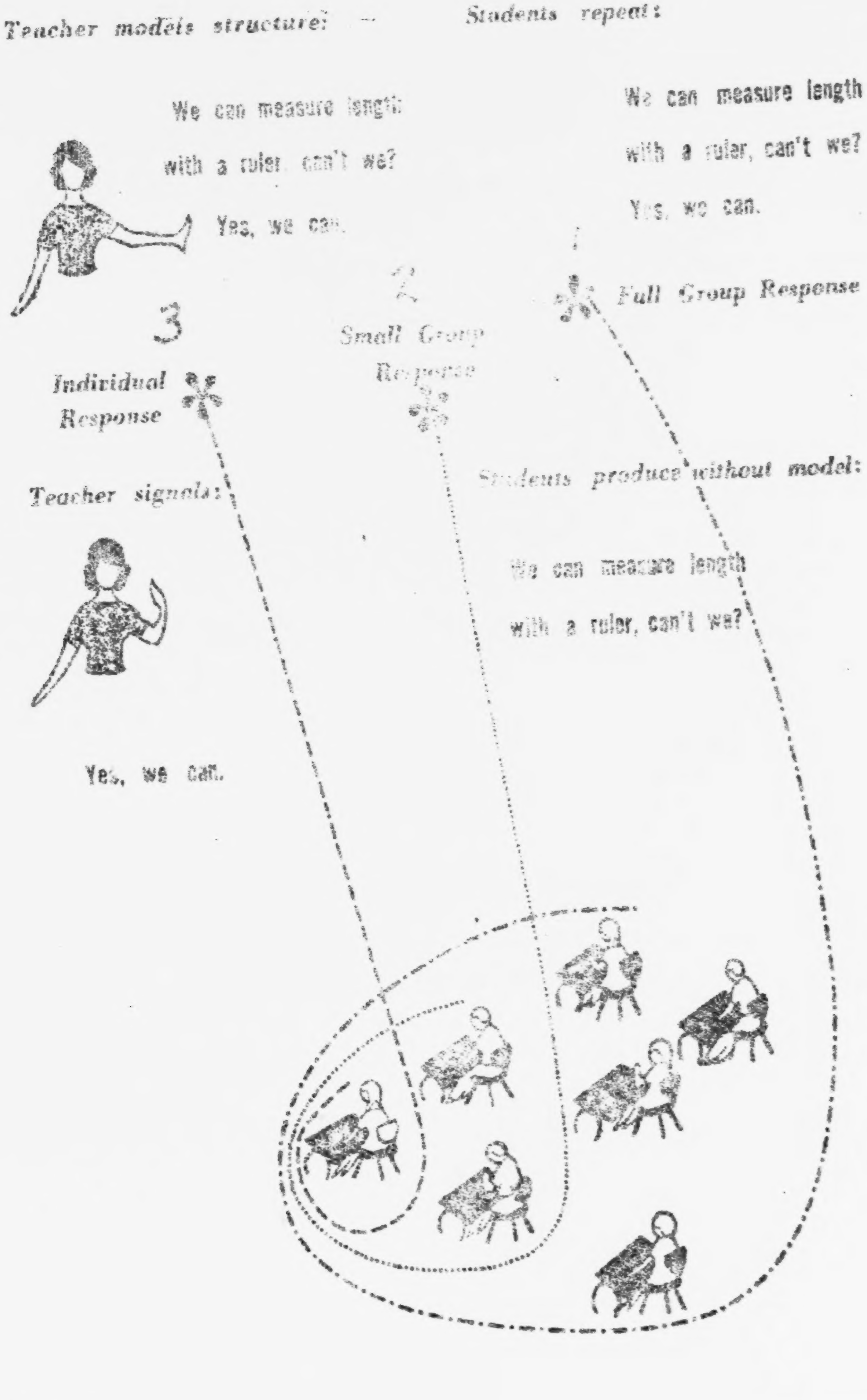
cc: Mrs. Helene M. Lloyd,
Assistant Superintendent
District Superintendents

LANGUAGE PRACTICE TECHNIQUES

REPETITION



Teacher models structure: —

We can measure length
with a ruler, can't we?
Yes, we can.

Students repeat:

We can measure length
with a ruler, can't we?
Yes, we can.

Teacher signals:

Yes, we can.

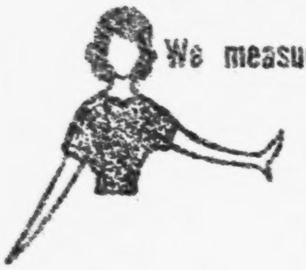
Students produce without model:

We can measure length
with a ruler, can't we?

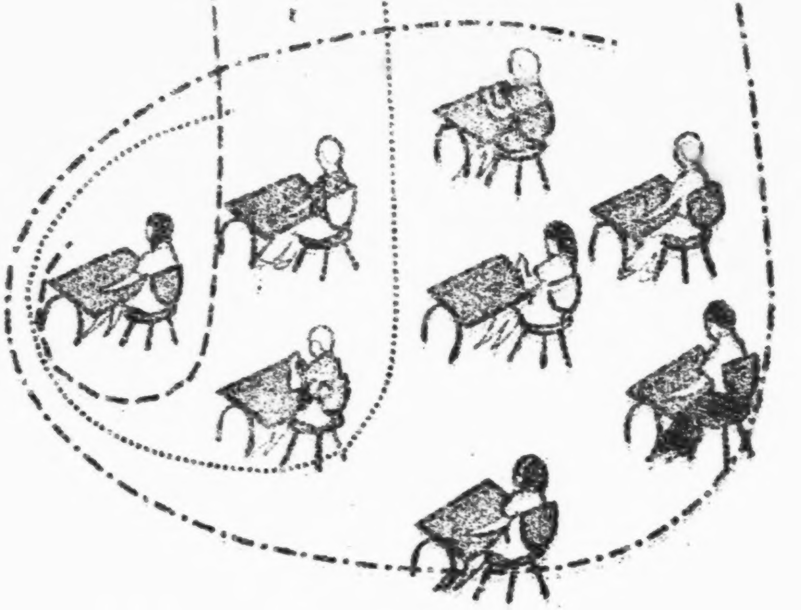
1
Full Group Response
2
Small Group Response
3
Individual Response

SUBSTITUTION

Teacher models structure, then demonstrates substitution:	*Students repeat:*
"We measured the big table."	"We measured the big table."
chair	
"We measured the big chair."	"We measured the big chair."



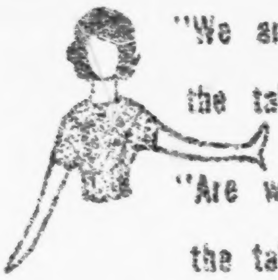
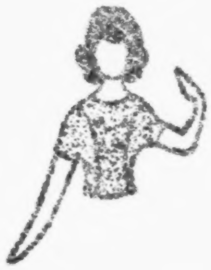
Teacher gives structure model, then cues for substitution:	*Students produce substitution:*
"We measured the big chair."	
cue: book	"We measured the big book."
boy	"We measured the big boy."
window	"We measured the big window."
"Maria measured the big desk."	
cue: Roland	"Roland measured the big desk."
Juan	"Juan measured the big desk."
Margarita	"Margarita measured the big desk."
"Margarita measured the big book."	
cue: looked at	"Margarita looked at the big book."
carried	"Margarita carried the big book."
read	"Margarita read the big book."
"Margarita read the big book."	
cue: little	"Margarita read the little book."
blue	"Margarita read the blue book."
first	"Margarita read the first book."

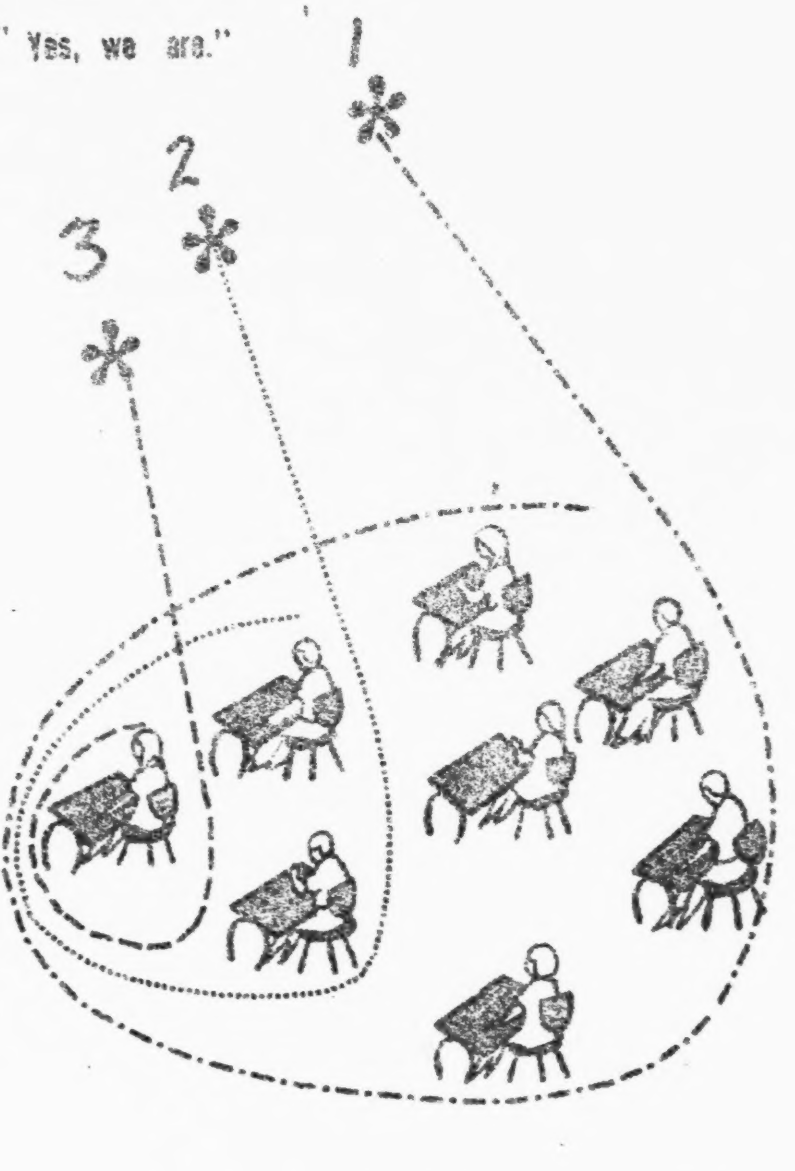


TRANSFORMATION

No. 1

Statement to yes/no question

Teacher demonstrates the language task:	*Students repeat:*
 "We are going to measure the table."	
"Are we going to measure the table?"	"Are we going to measure the table?"
Teacher gives structure model then cues for task:	*Students produce transformation:*
 "We are going to measure the table."	
question :	"Are we going to measure the table?"
"Yes, we are."	



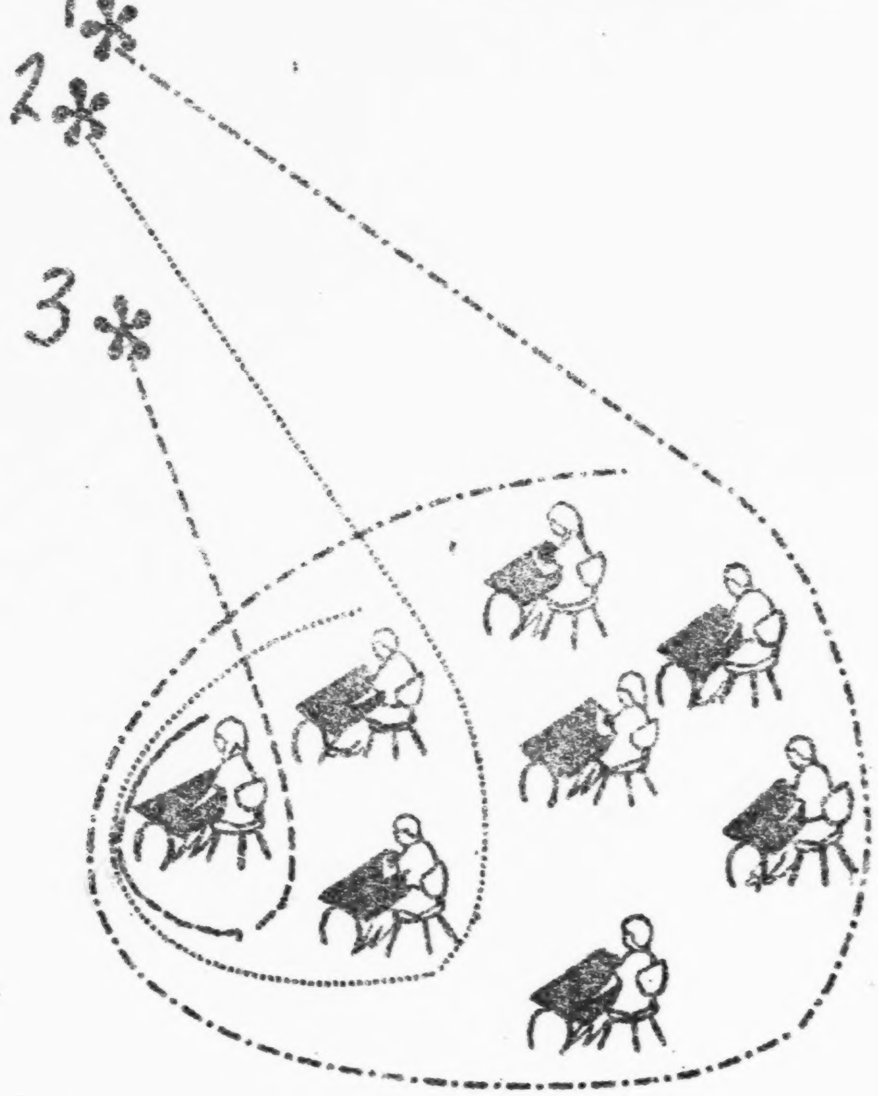
TRANSFORMATION

No. 2

Positive to Negative

Teacher demonstrates the language task:	*Students repeat:*
"Juan is measuring the desk."	
"Juan is not measuring the desk."	"Juan is not measuring the desk."

Teacher gives structure model, then cues for task:	*Students produce transformation:*
"Juan is measuring the desk."	
negative:	"Juan is not measuring the desk."



TRANSFORMATION

No. 3

Negative Statement to Negative Question

Teacher demonstrates the language task:

Students repeat:

"Juan did not measure the desk."

"Didn't Juan measure the desk?"

"Didn't Juan measure the desk?"

Teacher gives structure model, then cues for task:

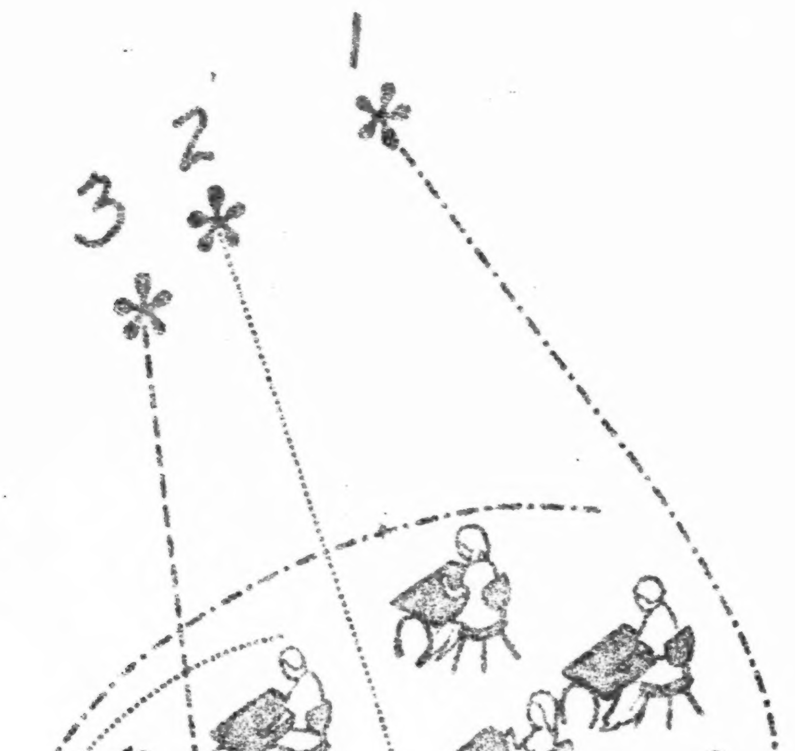
Students produce transformation:

"Juan did not measure the desk."

question:

"Didn't Juan measure the desk?"

"No, he didn't."



DIALOGUES

Directed Dialogue

Teacher directs groups and individuals in using language skills in social communication:

T: The students are studying their lessons.
Juan, ask Maria.

J: Maria, are the students studying their lessons?

M: Yes, they are.

T: Juan, give the negative.

J: The students are not studying their lessons.

T: Maria, question.

M: Aren't the students studying their lessons?

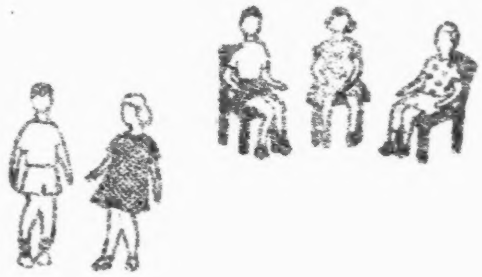
J: No, they're not.

T: (to class) What are you doing, reading stories?

C: We are reading stories.

S: We are making jokes.

S: We are drawing pictures.

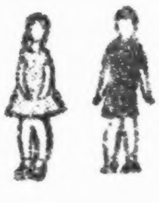


Dialogue Adaptation

Teacher sets up situations in which students play roles requiring the selection and use of appropriate language for effective communication:

for example: Mother sends you to the store to buy a piece of cloth to make a table cloth. You will need to know the dimensions of the table, cost of the cloth, color, texture, etc.

One student will do the buying, one student will act as the mother, one student will be the storekeeper. The class will listen and record any missing information and any instructions that are not clear.



BOARD OF EDUCATION OF THE CITY OF NEW YORK
LANGUAGE DEVELOPMENT PROJECT
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Assistant Superintendent   Eugene C. Gibney, Director

TRANSFORMATIONAL GRAMMAR

(Sometimes called Transformational-Generative Grammar or Generative Grammar)

by E. L. Mackelduff, Demonstration Teacher

Owen Thomas rephrases Norm Chomsky's definition of language to suit the English teacher's purposes as follows:

> "The English Language is made up of an infinite number of sentences. Every individual sentence, however, is finite in length. And every sentence is constructed from a relatively limited number of elements."

GRAMMAR:

> "No speaker could possibly produce this infinite number of sentences. But all speakers have some method of understanding completely novel sentences never spoken before, which means they must have a way of 'determining' all of the infinite number of sentences. In other words, rules that generate or determine are actually generalizations about language which permit a native speaker, among other things, to evaluate the grammaticality of any novel sentence."

> "We can illustrate these facts with relative ease. Most, if not all, of the following sentences are novel; that is, they have never been spoken or written before:

Sentence 1.3 My sister, an eminent orthodontist, is inordinately fond of pickled snails.
Sentence 1.4 Gertrude, why are you throwing those party hats into the river?
Sentence 1.5 Every college in Australia should offer a course in how to prepare peanut butter.

> "These examples are all perfectly good English sentences, and we can 'understand' what they mean even though they are probably unique. However, we also recognize that the following sentences, which we have all heard, are not well-formed sentences in the socially prestigious dialect:"

Sentence 1.6 *He don't get none.
Sentence 1.7 *He and him did it.
Sentence 1.8 *He hadn't ought to do it.

(Thomas uses the asterisk to denote sentences which are not grammatical or well-formed.)

> "Any grammar, through its generative ... power, should tell us why the first three sentences, though novel, are nonetheless grammatical. The second three sentences are not part of the prestige dialect but belong rather to the 'grammar' of a socially disadvantaged dialect." (Thomas, pp. 8-9)

TRANSFORMATION:

"Briefly, ...we may say that a transformation is a rule which rearranges various elements that occur in English sentence." (Thomas, p. 9)

FLEXIBILITY:

"Language is ... extremely flexible. Take, for example, the difference between declarative and interrogative sentences. If we set out to design a language, we would certainly want to be able to ask questions in that language. But would we recognize the wide varieties of possibilities available to us in asking questions? Suppose we have a sentence:

Sentence 2.3 My roommate was quietly eating sunflower seeds in class today.

We can interrogate the subject, object, and verb:

Sentence 2.3a Who was eating sunflower seeds? (subject)
Sentence 2.3b What was my roommate eating? (object)
Sentence 2.3c What was my roommate doing in class today? (verb)

We can also interrogage the adverbs of time, location and manner:

Sentence 2.3d When was my roommate eating sunflower seeds? (time)
Sentence 2.3e Where was my roommate eating sunflower seeds? (location)
Sentence 2.3f How was my roommate eating sunflower seeds? (manner)

"These kinds of questions ... can be called "wh-questions" since (with the obvious exception of the irregular form "how") they all begin with one of the "wh"-words: who, what, when, where."

"But we can also ask a variety of questions that can be answered with a "Yes" or a No." Sentence 2.3g is the so-called "regular yes/no question." Sentences 2.3h and 2.3i are known as tag questions. And Sentence 2.3j, which has a rising inflection as if the person speaking were incredulous, called an echo question."

Sentence 2.3g Was my roommate quietly eating sunflower seeds in class today? (regular yes/no)
Sentence 2.3h My roommate was quietly eating sunflower seeds in class today, wasn't she? (negative tag)
Sentence 2.3i My roommate wasn't quietly eating sunflower seeds in class today, was she? (positive tag)
Sentence 2.3j My roommate was quietly eating sunflowers in class today? (echo)

Thomas does not include among his examples the negative question, which is the third transformation used in the San Antonio Project, grades 1-3. An example, using his structure, is:

Wasn't my roommate quietly eating sunflower seeds in the classroom today? (negative question)

BIBLIOGRAPHY

Primary source:

Thomas, Owen, TRANSFORMATIONAL GRAMMAR AND THE TEACHER OF ENGLISH, Holt, Rinehart and Winston, Inc., USA, 1965

Secondary sources:

Lado, Robert, LANGUAGE TEACHING: A Scientific Approach, McGraw-Hill, Inc., USA, 1964 (paperback, approx. $3.00)

Moulton, William, A LINGUISTIC GUIDE TO LANGUAGE LEARNING, Modern Language Association of America, USA, 1966 (paperback, $1.50)

Agenda #9(Revised)

BOARD OF EDUCATION OF THE CITY OF NEW YORK
LANGUAGE DEVELOPMENT PROJECT
110 Livingston Street - Brooklyn, New York

LANGUAGE DEVELOPMENT PROGRAM WORKSHOP

TEACHERS NEWLY ASSIGNED TO THE PROJECT
WORKSHOP SESSION NO. 9

Chairman: Mr. Eugene C. Gibney, Project Director

AGENDA

1. Excerpts from Retention in Reading of Disadvantaged Mexican-American Children during the summer Months by Richard D. Arnold, University of Texas at Austin

2. Coding the SEDL Training Film
   a- Types of Models
   b- Transformations
      Open cues
      Closed cues

Materials to be Distributed:

1. Guide Booklet #2
2. Guide Booklet #3
3. Excerpts from Retention in Reading of Disadvantaged Mexican-American Children During the Summer Months by Richard D. Arnold, University of Texas at Austin

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Language Development Project
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Assistant Superintendent   Eugene C. Gibney, Director

SELF GUIDED ANALYSIS

PROCEDURES

The training system contains: 1) a teaching manual, 2) a training film, 3) a program of interaction codes designed for use with the training film and with video tapes made of the individual teacher, and 4) the Video Tape Recording System. The system is designed to prepare teachers to implement the program.

1- Video tape recordings of project lessons will be made according to a schedule. On the same day that a teacher is video-taped, he will view his tape and analyze it by means of the interaction codes. The resulting profiles, when compared with the models in the Guide Booklets, will tell the teacher how well he is doing and how far he must go to attain the skill level represented in the booklet.

2- Periodically thereafter, teachers will be retaped. After each taping the teachers will use the interaction codes to analyze their own performances. Comparison of successive profiles will tell the teachers how far they have progressed since the first taping and how much further they must move to reach a competency level.

3- At regular intervals, or as needed, the director and the demonstration teachers will conduct workshops at which participating teachers will:

  3.1- Review and discuss their growing insights into the teaching strategies as revealed through the use of the interaction codes.

  3.2- Discuss their growing understanding of the curriculum materials as revealed through successful or unsuccessful use.

  3.3- Discuss and attempt to resolve common problems.

  3.4- Share creative ideas regarding the employment of the teaching strategies, elaboration and supplementation of the curriculum materials, management of the classroom, etc.

4- Orientation meetings will be held in the individual schools and plans will be made with the administrations of the schools to implement the above.

EUGENE C. GIBNEY
Director
Language Development Project

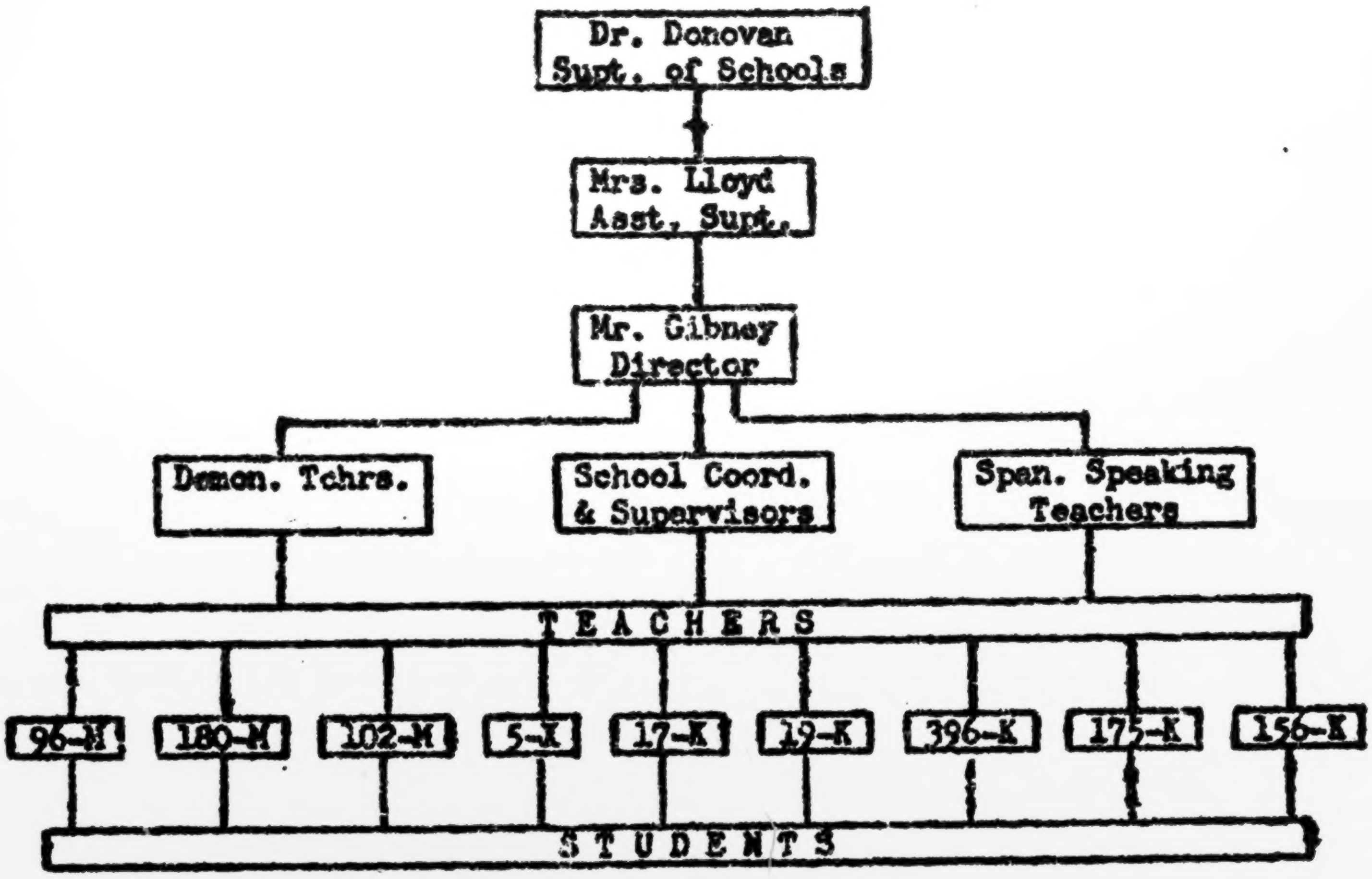
GUIDE BOOKLETS DISTRIBUTION AT WORKSHOPS

	#1	#2	#3	#4	#5
PS 102M	3/17/69	3/17/69	3/24/69	4/21/69	4/28/69
PS 96M	3/12/69	3/26/69	4/16/69	4/16/69	4/30/69
PS 180M	3/12/69	3/26/69	4/16/69	4/16/69	4/30/69
PS 19K	3/20/69	3/20/69	3/27/69	3/27/69	
PS 17K	3/13/69	3/18/69	3/27/69	3/27/69	
PS 396K	3/18/69	4/17/69	4/17/69		
PS 175K	3/11/69	3/25/69	5/6/69	5/6/69	
PS 156K	3/11/69	3/20/69	4/15/69	4/15/69	

APPENDIX B

STAFF AND STAFF MEETINGS

LANGUAGE DEVELOPMENT PROJECT
Organization and Administration
Flow Chart


Dr. Donovan
Supt. of Schools
Mrs. Lloyd
Asst. Supt.
Mr. Gibney
Director
Demon. Tchrs.
School Coord.
& Supervisors
Span. Speaking
Teachers
TEACHERS
96-M
180-M
102-M
5-K
17-K
19-K
396-K
175-K
156-K
STUDENTS

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Staff in Language Development Project

	Name	Address	Telephone No.
Director	Eugene C. Gibney	22 Parkway Drive, Westbury, N. Y.	516-ED 4-2531
Secretary	Evelyn Liff	300 Wortman Avenue, Brooklyn, N. Y. 11207	272-9672
Demonstration Teachers	Miss Ruth Calderon	132 Ludlow St., Apt. 2, N. Y. 10002	CA 8-7404
	Mrs. Priscilla Perlman	626 East 78th Street, Brooklyn, N. Y. 11236	763-7502
	Mrs. Aida Mora	1680 Metropolitan Avenue, Bronx, N.Y. 10462	863-2713
	Mrs. Helen Spevack	140 Cadman Plaza W., Brooklyn, N. Y. 11201	834-1473
	Mrs. Eleanor Mackelduff	Whittier Hall, Room 842, 1230 Amsterdam Ave., New York, N. Y. 10027	870-4501
Bilingual Teachers	Mrs. Ada DiScipio	957 - 67th Street, Brooklyn, N. Y. 11220	745-1691
	Mr. Arthur Nieves	21 Claremont Avenue, N. Y., N.Y. 10027	AC 2-8116
	Miss Isabel Velez	300 W. 55th St., Apt. 2D, N. Y. 10019	247-2894
	Miss Filomena Fonte	87-53 97th Street, Woodhaven, N. Y. 11421	VI 6-3088

BOARD OF EDUCATION
City of New York
Language Development Project, Room 918
110 Livingston Street
Brooklyn, New York

SCHOOL ROSTER

School	Principal	Address	Tel No.	Dist.Su
156K	Robert Gofter	104 Sutter Ave. 11212	385-1915	Saul I. Sie
175K	Abraham Bompey	226 Bristol St. 11212	345-7727	Saul I. Sie
396K	David Marcus	110 Chester St. 11212	498-5130	Saul I. Sie
17K	Harold Simon	208 N. 5th St. 11211	387-2929	Ralph Brande
19K	Harry Levine	325 S. 3rd Street 11211	387-8554	Ralph Brande
96M	Charles Miras	216 E. 120th St. 10035	876-5252	Martin W.Fr
102M	Bernice M. Peebles	315 E. 113th St. 10029	534-3340	Martin W.Fr
180M	Max Weinstein	370 W. 120th St. 10027	666-3500	NathanJacob

DISTRICT SUPERINTENDENTS

Dist. 17 Mr. Saul I. Siegal
Assistant Superintendent
2 LindenBoulevard
Brooklyn, N. Y. 11226

Dist. 14 Mr. Ralph Brande
Assistant Superintendent
JHS 49
223 Graham Avenue
Brooklyn, N. Y. 11206

Dist. 4 Mr. Martin W. Frey
Assistant Superintendent
PS 125
[illegible] 123rd Street
New York, N. Y. 10027

Dist. 5 Dr. Nathan Jacobson
Assistant Superintendent
PS 75
300 W. 96th St.
New York, N.Y. 10025

ASSIGNMENTS	M	T	W	TH	F
DEMONSTRATION TEACHERS					
Mrs. Mackelduff	PS 17K	PS 156K	PS 175K	PS 156K	PS 175
Mrs. Mora	PS 102M	→	→	→	→
Mrs. Spevack	PS 19K	→	→	→	→
Miss Calderon	PS 96M	→	→	PS 180M	→
Mrs. Perlman	PS 396K				
SPANISH-SPEAKING TEACHERS					
Miss Velez	PS 102M	→	→	→	→
Mrs. DiScipio	PS 19K	→	→	→	→
Mr. Nieves	PS 19K	→	→	→	→
Miss Fonte	PS 17K	→	→	→	→

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Minutes of Demonstration Teacher Meeting
January 31, 1969

Present: Mrs. Helen Spevack, Mrs. Aida Mora, Miss Ruth Calderon, Miss Isabel Velez, Mrs. Helene Lloyd, and Mr. Eugene Gibney.

1. Mrs. Lloyd spoke with the group in the morning and made the following points:

    1.1. There are evidences of growth at P.S. 102-M.

    1.2. Mrs. Lloyd was pleased with P.S. 17-K and P.S. 19-K.

    1.3. The big factors that were observed were the spirit of the teachers, the interest of the supervisors, and the definite progress of the children.

    1.4. Miss Velez, Mrs. DiScipio, and Miss Calderon will form the Spanish-speaking teacher team at P.S. 102-M for training purposes. Mrs. Mora will continue with the English portion at P.S. 102-M.

    1.5. Mr. Gibney will be at P.S. 102-M on Monday, February 3, 1969 in the morning in order to get the training program started.

    1.6. The problems of teaching Spanish were discussed, such as sub-standard Spanish-speaking youngsters and time.

    1.7. Mrs. Lloyd mentioned some reasons for a bilingual program.

        1.7.1. Research has shown that English language learning can move ahead more effectively with instruction in Spanish or French for the Spanish or French-speaking children.

        1.7.2. Higher status is awarded to the parents by their children through the instruction in their language.

        1.7.3. The Regents of the State of New York are very interested in the bilingual approach.

    1.8. Suggestions for improving the program were made:

        1.8.1. Use more creativity.

        1.8.2. Increase the tempo of the lessons.

- 1.8.3. Vary the patterns of the language.
- 1.8.4. Use substitution drills.
- 1.8.5. Use games to arouse interest, such as the detective game.
- 1.8.6. Add qualifying words, such as larger and smaller.
- 1.8.7. Develop a reading vocabulary utilizing the oral patterns.
- 1.8.8. Display charts of the patterns.

2. The demonstration teachers oriented Miss Velez to the program and explained the language development techniques. Spanish lessons were given to Miss Velez and the training program for Monday was organized.

3. Organization sheets listing the experience of each teacher in the program are needed for P.S. 17-K and P.S. 19-K and the other schools in Brooklyn.

4. All class lists have been received, except for P.S. 396-K, P.S. 156-K, and P.S. 175-K.

5. Spanish will be taught to each selected class five days a week for a period of 25 minutes each day.

6. All teachers were reminded to mail their demonstration schedules in for February. Spanish teaching schedules must be mailed also.

7. General time allotments were decided on by the group.

Unit I - Two-dimensional shapes should be finished by the end of February.

Unit II - Three-dimensional shapes begins March 1 and should be completed by April 18.

Unit III - Change begins April 21 and should be completed by May 9, 1969.

Unit IV - Sets and their members begins May 12 and should be completed by June 27, 1969.

8. Demonstration teachers were urged by Mr. Gibney to do the following:

- 8.1. Pick up the tempo and pace of the lessons.
- 8.2. Adjust review to fit the needs of the child.
- 8.3. Encourage normal choral response and discourage shouting.

8.4. Have children turn to the class and speak.

8.5. Emphasize the fluid rhythm of speech.

8.6. Encourage display of materials and language patterns in the classroom.

8.7. Build an awareness in the teachers for correct standard English in their models. Try to eliminate O.K. and awright as teacher responses to correct language patterns given by the children.

8.8. Emphasize the importance of correct pronunciation and articulation by the teacher.

8.9. Encourage teachers to be "actresses" and to show vitality when teaching.

8.10. Demonstrate substitution, backward buildup, beginning reading, displays, faster tempo, and directed dialogue.

9. In-school training was discussed and Mr. Gibney and the group made the following points:

9.1. Schools should be selected more carefully. Not only should the district superintendent and the principal be involved, but also the teachers who would have to implement the program. The program should be explained to them and their support should be enlisted.

9.2. Train the school supervisors at 2 or 3 workshops or at a summer institute. The school coordinator should attend the Leadership Training Conference.

9.3. An attempt should be made to get volunteers in the program first. Then the principal can fill in with other assignments. The volunteer nucleus would be helpful in reducing teacher resistance.

9.4. Implementation of the video tape recorder system should prove helpful. There will be some problems. One is the care of the equipment in each school and the operation of it in the classroom. Another is the extra time which will be required of the teacher to view and code her own lessons and then compare hers to a model. Teachers are very reluctant to spend extra time.

9.5. Intervisitation should be encouraged so that teachers can see how others have implemented the program.

9.6. Inter-school visitation would be useful, too, and may be one way of reducing resistance by teachers in some schools.

9.7. Video tape of actual lessons should be collected and then used for training purposes.

9.8. Demonstration teachers and Spanish-speaking teachers should be involved in summer workshops or leadership training since they play a key role in teacher-training.

10. The meeting was adjourned at 4:45 P.M.

Eugene C. Gibney
Director
Language Development Project

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BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent Eugene C. Gibney, Director

DEMONSTRATION TEACHER MEETING - February 28, 1969

In attendance: Mrs. Mora, Miss Calderon, Mrs. Spevak, Mrs. Perlman, Mrs. Mackelduff, Miss Velez, Mrs. DiScipio, Mr. Nieves

MORNING AGENDA

1. Select a chairman and a secretary. The chairman will please lead the conference and the secretary will take notes.
2. Is there a need for maintaining planbooks by demonstration teachers and Spanish-speaking teachers? Discuss.
3. Note the length of the school day in each of the schools in the project.
4. Note the schools on the extended day - extra forty-five minutes. Is this optional or mandatory?
5. Note the method used to record attendance at the various schools. Be specific, such as name the school and the method used at that school (time card,visitors' book, etc.)
6. Please discuss and present recommendations as to the role of the demonstration teacher at workshops.
7. Discuss the role and present recommendations as to the role of the Spanish-speaking teachers at workshops.
8. Please recommend supervisors and/or key teachers you would recommend inviting to attend a summer leadership workshop and/or a curriculum writers workshop.
9. Please prepare a rough draft of a one or two page fact sheet in Spanish and English to give to parents. From your knowledge of the parents, determine the vocabulary level.
10. What are your recommendations or suggestions for implementing the Video Tape Recording System and Self-Guided Analysis in the project schools?
11. What are your recommendations for ensuring that the teacher will cover a certain number of lessons a week?
12. Please fill out monthly summary reports (Mrs. Liff will supply forms).
13. Study responsibilities of the Spanish-speaking teacher. Are there any suggestions for revision?

AFTERNOON AGENDA

1. Explanation of the morning meeting at P.S. 180-M.
2. Discussion of the morning atenda.

3. The assignments of the Spanish-speaking teachers.

4. Assignments of Mrs. Perlman and Mrs. Mackelduff.

5. Progress reports - visit to P.S. 96-M on March 10, 1969.

6. Xerox materials order
   VTR order
   Norelco order

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent   Eugene C. Gibney, Director

Minutes of the Meeting of Demonstration and Spanish-Speaking Teachers
February 28, 1969

IN ATTENDANCE: Mrs. Aida Mora, Miss Ruth Calderon, Mrs. Helen Spevack, Mrs. Priscilla Perlman, Mrs. Eleanor Mackelduff, Miss Isabel Velez, Mrs. Ada DiScipio, Mr. Arthur Nieves and Mr. Eugene C. Gibney

A.M. Chairman - Ruth Calderon
Secretary - Aida Mora

1. In regard to maintenance of planbooks by demonstration teachers and Spanish-speaking teachers, the consensus was as follows:

   a. Teacher mobility requires the demonstration teacher to begin anew in her demonstrations.

   b. Demonstration teachers covering three grades and three manuals are already transferring lessons on to cards in order to remember lessons and patterns to be developed.

   c. It is impossible to memorize all lessons and to keep up with different classes that move at their own speed.

   d. The manual is the plan.

   e. The Spanish-speaking teachers follow plans as outlined in the manual and construct materials. Their lesson plan is the manual also.

2. The length of the school day in each school is outlined below:

SCHOOL	EXTENDED DAY SCHEDULE	OPTIONAL	MANDATORY	METHOD FOR RECORDING TIME
P.S.396-K	8:15-3:20		X	Time card
19-K	8:10-3:15		X	Time card
17-K	8:10-3:15		X	Visitors Book
175-K	8:05-3:10		X	Time card
156-K	8:10-3:10		X	Time card
96-M	8:15-3:20		X	Time card
180-M	8:15-3:20	X		Visitors Book
102-M	8:15-3:20		X	Visitors Book
5-X	8:15-3:20		X	Time card

3. Demonstration teachers will keep logs on demonstrations and observations, noting teachers' techniques and difficulties and the lesson number.

   Spanish-speaking teachers will keep a record of what lessons have been taught to the children in the classes assigned.

4. WORKSHOPS

   a. New teachers have workshops that they must attend - teacher training which is mandatory for the first year. Teachers therefore consider the language workshop a burden.

   b. Common conference time should be arranged to clarify common problems, exchange ideas and materials, and to encourage teachers to develop materials.

   c. Lunch time meetings or meetings during school time are recommended in order to insure teacher attendance.

   d. Workshops will be arranged at the optimum time as determined by the teachers and administration of the individual schools. This is already being done at P.S. 180-M, 96-M, 17-K and 19-K.

5. The Spanish-speaking teachers and their role at workshops:

   a. Lead discussion about the differences in pronunciation of certain sounds such as clusters of consonants or words ending in a consonant. Spanish words usually end in a vowel. Those ending in a consonant take ES ending in the plural.

   b. If a particular sound is causing a great deal of problems in pronunciation, isolate the sound and drill, then return to the regular lesson. Mr. Gibney has materials which provide pronunciation drill in the form of rhymes or songs.

   c. Spanish-speaking teachers will make necessary corrections in Spanish language patterns, such as the use of esto, instead of este, esta and correct syntax.

6. Teachers and supervisors recommended for summer leadership workshop and/or curriculum writers workshop:

   Mr. Gibney
   Mrs. Mackelduff
   Miss Isabel Velez
   Mrs. Ada DiScipio
   Mr. Arthur Nieves
   Miss Ruth Calderon
   Mrs.Aida Mora
   Mrs. Priscilla Perlman
   Mrs. Helen Spevak

   Mr. Krupp - 175-K
   Mr. H. Weil - 396-K
   Miss Magdalia Romero - 96-M
   Mrs. S. Selikson - 102-M
   Mrs. Galamison - 156-K
   Miss Lerer - 19-K
   Miss Roth - 19-K
   Miss Daure - 396-K
   Mrs. Winkler - 19-K

   Miss Turok - 19-K
   Mrs. Holmes - 156-K
   Miss Eustace - 96-M
   Mrs.Scaglione- 96-M
   Mrs.McKenney - 180-M
   Mrs.Schenker - 5-X
   Mrs.Maiwald - 17-K
   Miss Iris Cohen-175-K

7. Recommendations or suggestions for implementing the Video Tape Recording System and Self-Guided Analysis in the project schools:

   The problem is mainly one of time. Some teachers say they will not give prep time or lunch time to viewing and coding their taped lessons. They have enough to do to plan lessons and make materials.

   Recommendations or Suggestions:

   a. It is possible to use the Spanish-speaking teacher time as a means of freeing the classroom teacher to code her lessons--and only at those times.

   b. A cluster teacher might be used for the same purpose.

   c. The demonstration teacher - as a last resort - could be used so that the regular teacher could view and code her lessons.

8. Other problems in regard to the VTR are:

   a. Security over the equipment.
   b. Scheduling the equipment into the classrooms.
   c. Obtaining personnel who can use the equipment and video tape lessons in the classroom.
   d. Training the personnel in the use of the equipment.
   e. Establishing responsibility in the schools for security, maintenance and scheduling.

9. It is almost impossible to insure that teachers will cover a planned number of lessons a week. There can be no minimum or maximum. We must distinguish between "doing the program" and doing a lesson. Some lessons must be repeated over and over again until the children get the patterns.

10. Duties and Responsibilities of the Spanish-speaking teachers were studied by the group and accepted without additions or revisions.

11. Spanish-speaking Teachers' Assignments:

    Miss Isabel Velez - P. S. 102-M
    Mrs. Ada DiScipio - P. S. 19-K
    Mr. Arthur Nieves - P. S. 19-K
    Miss Filomena Fonte - P. S. 17-K

12. Mrs. Priscilla Perlman is assigned to P. S. 396-K five days a week, full time. Mrs. Eleanor Mackelduff is assigned to 175-K and 156-K two days a week for each school and to P. S. 17-K each Friday. Mrs. Helen Spevack will be responsible for P. S. 19-K only and will give more demonstrations for the weaker teachers plus be able to construct more materials for use in the classrooms.

13. Materials have been ordered from Xerox for schools in the project. These materials are used with the AAAS Science lessons which are the basis for the Language Development Project science lessons. One kit will be shared by two teachers and Mr. Doppelt of Xerox will help with teacher training in the proper use of the kits.

Video Tape Recorder Systems have been ordered - one for each school.

The testing component devised with the help of Norelco, will be delivered shortly and tested by Dr. Bolger in schools not involved with the project.

Mrs. Aida Mora
Secretary Pro Temp

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

AGENDA - DEMONSTRATION TEACHER and SPANISH-SPEAKING TEACHER MEETING - March 28, 1969

A.M. SESSION-

1- Discussion of Training Techniques and Materials

2- Spanish-Speaking teachers meet with Dr. Bernardo

3- Fill out monthly reports.

4- Demonstration Teacher logs
  a- Standard form

5- Spanish-speaking teacher logs
  a- Standard form

P.M. SESSION-

1- Report on progress in the schools:
  a- lessons covered
  b- time spent (regular teacher)
  c- creativity
  d- support by administration
  e- Spanish-speaking element
  f- attitudes

2- San Antonio Class Visit to New York City
  a- tentative plans
  b- suggestions for use of time in New York
  c- gifts, etc.

3- April visitation to classrooms

4- Equipment
  a- testing systems
  b- VTRS
  c- tape recorders
  d- Xerox materials

5- Mid-year Report

6- Next year's program (discussion)
  a- positions
  b- materials
  c- training
  d- trips

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Language Development Project
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Assistant Superintendent   Eugene C. Gibney, Director

Minutes of the Meeting of Demonstration and Spanish-Speaking Teachers
March 28, 1969

IN ATTENDANCE: Mr. Arthur Nieves, Mrs. Eleanor Mackelduff, Mrs. Priscilla Perlman, Mrs. Helen Spevack, Mrs. Ada DiScipio, Miss Filomena Fonte, and Mr. [illegible] C. Gibney

ABSENT: Mrs. Aida [illegible] abel Velez

I. TRAINING TECHNIQUES AND MATERIALS

Teachers took the morning session to fill out report forms and to exchange ideas found to be successful in training teachers and developing materials.

Mrs. Perlman has rexographed different shapes on colored construction paper. The children cut them out themselves and keep them. They take better care of them when they feel they are their own.

Flash cards are used often.

Teacher aides are used to make supplies such as cut-outs for flashcards and writing the patterns on the back of the flashcard. Lesson identification is also put on the back. Later these cards can be used as speed review material.

The frames of shapes are used also. Children trace shapes with their fingers.

A huge Mr. Shapes was constructed by Mrs. Perlman. It is like a puppet in that arms, legs and head can move.

A magic wand pointer has been used also to help focus attention on a particular word in a pattern.

Substitution drills have been found to be effective in building vocabulary. Changing one item in a pattern helps reinforce that pattern at the same time. Some difficulty has been encountered with "have" and "has."

The Spanish-speaking teachers have been using a lot of conversational Spanish as a warmup type drill. They talk about St. Patrick's Day, home, and the weekend, for five or ten minutes. Songs such as Frere Jacques with Spanish lyrics and Simon Says (Simon Dice) are used to heighten interest, build vocabulary and provide for a break in the lesson.

Materials found useful:

Geo Squares - made by
Sigma Enterprises, Inc.
Box 15485
Denver, Colorado 80215

Filmstrip - Signs, Shapes and Stories
Two or Three frames are good to make overlays for use on the overhead projector.

The "Do's and Don'ts of Audio-Lingual Teaching", distributed by Blaidell Publishing Company, Waltham, Mass. This is a very useful pamphlet and should be read by every Demonstration Teacher and Spanish-speaking Teacher.

One question came up. The English as a Second Language Teacher takes out the Spanish-speaking children for English lessons in PS 17K and PS 175K and PS 156K. She is reinforcing the use of "they are" and we are working on "they're." It was suggested that both be used.

II. Visitors Forms were distributed to all those present.

III. Progress Reports - English Segment

a) PS 156K - working on lessons 6 to 8
PS 175K - working on lessons 6 to 15
PS 396K - finishing lessons 7 and 8
PS 17K - working on lessons 4 to 7
PS 19K - working on lessons 3 to 8
PS 180M - working on lessons 10 to 12 - grade 1
3 and 4 - grade 2
PS 102M - beginning Unit II - 3D shapes - grade 1
working on lesson 4 - grade 2

Note: Lesson 2 in grade 2 requires 6 to 7 weeks to complete.

b) PS 19K is on short session - a four and a half hour day.

c) All teachers know the hour is required in order to implement the program properly.

d) Demonstration teachers should urge teachers to use the hour regularly. This can be broken up into 15 or 20 minute intervals depending on class attention span.

e) The use of a graph as a record of class and teacher progress through the course of study was discussed. Mrs. Mackelduff is using this device with her teachers. The lesson number and dates are the two elements of the graph.

f) The shapes have been correlated with art and musical patterns. Shapes have been cut out of wallpaper also.

IV. Progress Reports - Spanish element

a) In order to conserve the time of the classroom teacher, it is possible to schedule the Spanish lessons during the regular teacher's preparation period. This will help to allay the teacher's fear of the loss of classroom instruction time.

b) PS 19K - working on lessons 7 to 8
Mrs. Ada DiScipio
Mr. Arthur Nieves

PS 17K - working on lesson 4
Miss Filomena Fonte

PS 102M - working on lesson 9
Miss Isabel Velez

V. Report on Attitudes

PS 396K - evidences of good attitude to the project. The enthusiasm of the supporting administration is aiding the progress.

PS 175K - Some problems indicated by lack of recognition by the administration. More support from Mr. Bompey and Miss Cohen would help progress.

PS 156K - Attitudes are satisfactory.

PS 17K - Evidence indicates good attitude.

PS 96M - In general, attitudes are good. There are three reluctant teachers but the majority are accepting the program.

PS 180M - The program is going much better.

PS 19K - A pressured feeling because of the time required was reported.

VI. Suggestions for Sources of gifts for San Antonio class:

Scholastic Book Service
Silver Burdette
Puerto Rican Commonwealth Development Program
National Conference of Christians and Jews
Childcraft

Pioneer Bus Co. and Trailways were recommended for use by the San Antonio class during its visit.

VII. Equipment - Video Tape Recording System

a) Some objections were raised by Mrs. Spevack to this aspect of the project:

a.1 Equipment is arriving too late.
a.2 Model lessons do not provide for individual differences among classes.

b) The other schools and demonstration teachers have found interest and some enthusiasm for the Self Guided Analysis feature.

VIII. Suggestions for Next Year's Program:

a) Possibility of using some cluster positions for the English element.

b) Expansion of demonstration teacher positions.

c) Expansion of Spanish-speaking teacher positions.

d) More and better training films should be developed for use at workshops.

e) More inter-school visits for training purposes.

f) 2-D shapes should be more plentiful and produced in different colors.

IX. The meeting adjourned at 4:30 PM.

EUGENE C. GIBNEY
Secretary for the Meeting

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent | Eugene C. Gibney, Director

TESTING MEETING
for
Demonstration and Spanish-Speaking Teachers
May 14, 1969 - 1:00 PM

AGENDA

1- The Ott Test

2- Orientation to the Testing Equipment

3- Test demonstration

4- Workshop

   a- Setting up the equipment

5- Tentative schedule of tests

   a- Spanish component

   b- English component

6- Need for Demonstration Teacher and Spanish-Speaking Teacher summary reports and schedule.

7- Check of classes in the project now with those that took LCI test.

EUGENE C. GIBNEY
Director
Language Development Project

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

RESPONSIBILITIES OF THE SPANISH-SPEAKING TEACHER
Prepared by Eugene C. Gibney, Project Director

February 1969

1. TO SUPERVISORS, PRINCIPALS, ASSISTANT PRINCIPALS

    1.1 Establish rapport.
    1.2 Explain rationale of the program.
    1.3 Work with the assigned supervisor.
    1.4 Maintain records of lessons taught to each class.
    1.5 Attend staff conferences during the year to explain the Spanish portion of the program to the entire staff and to build support for the program.

2. TO TEACHERS

    2.1 Establish rapport.
    2.2 Explain the rationale of the bilingual aspect of the program.
    2.3 Demonstrate the techniques used in the Language Development Project while the regular teacher is in the classroom.
    2.4 Keep records of lessons taught.
    2.5 Schedule Spanish lessons to fit the schedule of the regular classroom teacher.
    2.6 Demonstrate the use of the Teacher Education Package (Video-tape unit), as a self-improvement device.
    2.7 Explain to teachers in the project that visits will be made to the schools during the year by the staff of the Southwest Educational Development Laboratory and by the director. Instruction in Language Development should be given during such visits.

3. TO PUPILS

    3.1 Establish rapport with the pupils involved in the program.
    3.2 Teach Spanish to the pupils in the classes assigned.
    3.3 Enhance the position of the regular class teacher in the Language Development Project through your attitudes and remarks.
    3.4 Praise pupils for making real progress in learning standard Spanish patterns.

4. TO PARENTS AND COMMUNITY GROUPS

    4.1 Explain the values of the program in either English or Spanish, or both.
    4.2 Build parental support for the program through personal contacts and through meetings with groups of parents.

5. TO THE DIRECTOR

5.1 Submit a plan for the Spanish lessons which will be given in each class. The name of the teacher, the time, day of the week and room number should be part of the plan.
5.2 Submit a progress report monthly on the forms which will be provided.
5.3 Report to the director any special problems which might endanger the success of the program.
5.4 Report to the director both positive and negative reactions by parents, pupils, teachers or supervisors with the view that this will help overcome objections and aid in the dissemination of information to SEDL.
5.5 Meet with the director on a regular monthly basis to discuss problems and to develop improved plans for coordinating and implementing the program. The suggestions and comments of Spanish-speaking teachers are solicited.
5.6 Help with the planning of in-service training of new teachers to the program and teachers with some training, especially in the area of the teaching of Spanish.

6. SUMMARY

The Spanish-speaking teacher is an important member of the Language Development Project staff. He/she makes the program bilingual in nature and the responsibility for the teaching of Spanish rests solely on her/him. It is most important that a sound professional and interested posture be manifested at all times. Good human relations is part of this posture.

What the Spanish-speaking teacher does in the school will be discussed by all the teachers, not only those in the project. Let us give them good, positive and exciting material to talk about in a constructive way. You will be an example. Just as we insist in our program that children hear and repeat perfect models, so should the Spanish-speaking teacher be an excellent model for the pupils who are under her instruction and to the teachers of these children. I am confident that you will do a fine job.

EUGENE C. GIBNEY
Director
Language Development Project

APPENDIX C

SPECIAL ACTIVITIES

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent Eugene C. Gibney, Director

March 14, 1969

TO: All Principals, Teachers and Coordinators in the Language Development Project

FROM: Eugene C. Gibney

SUBJECT: Video Tape Recording Systems

One Video Tape Recording System has been ordered for delivery to your school for use in relation to the Language Development Project. This equipment will be used by the teachers in a teacher-training program based on a Self-Guided Analysis. The equipment is very expensive and will remain in your school as long as you are part of the project. Please alert your custodian and the coordinator of the project in the school to the expected delivery of this expensive equipment in order that adequate security measures can be taken to prevent damage or theft after it is delivered.

It will be necessary for me to meet with the principals, coordinators and demonstration teachers in each school to discuss the scheduling of the equipment into classrooms, the time factor, and personnel involved. These arrangements will be made through your office.

As you know, the teachers in the project are now being trained in coding techniques. When the equipment arrives, teachers will be instructed in its use during language development workshops.

Your cooperation in receiving the equipment and taking security measures for its safekeeping is appreciated.

Sincerely,

Eugene Gibney

EUGENE C. GIBNEY
Director
Language Development Project

Approved: Helene M. Lloyd, Assistant Superintendent

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent   Eugene C. Gibney, Director

TENTATIVE MANUAL OF INSTRUCTION for OPERATING TESTING EQUIPMENT

1. Preparing for projection:
    1) Set up the screen.
    2) Place carousel atop projector so that the indicator on the right side of the projector is aligned with the "0" on the carousel.
    3) Insert the Plug; turn left-hand power switch on.
    4) Turn on the projector by flipping the black switch up to the "Lamp" position.
    5) Insert the black plastic tube containing the lens.
    6) Adjust the focus by turning the knob on upper right front.
    7) After focusing return black switch on projector to "fan" position.

2. Preparing for pupil recording:
    1) Load tapes in each recording unit for pupils.
        a. Have identifying information entered on tape before seating pupils; this should include NAME, SCHOOL, CLASS, DATE.
        b. Seat children approximately two feet apart.
        c. Tell children: "When we are ready to begin, I will put my headset on. That will be my signal for you to get ready. I will also raise my hand. You raise your hand, too. We'll keep our hands raised until we begin to hear a sound. Then we will lower our hands. If you do not hear any sound, keep your hand raised and my helper will fix your headset."
        Practice this once with the children. You should try to listen closely and follow the directions. Talk into the microphone on your headset.
        d. Place the AUDIOPAK COMPACT CASSETTE into the pupil recorders so that the tape is on the left hand reel.
        e. Close the metal cover of each pupil recorder.
        f. While pressing down on the red button to the left of each pupil recorder, push the black starter forward until it locks.

    2) Plug in head sets and give one to each of the seven children plus one for yourself.
        a) Red prong enters red receptor; silver prong enters black receptor.
        b) Place head set on each child (your assistant should do this and adjust head sets for children so they don't slip).

3. Preparing the Audio Equipment:
    1) Slide forward the gray door atop the MASTER AUDIO RECORDING UNIT.
    2) Insert the MASTER TAPE. Note: Be sure tape is in proper starting position on footage indicator (see special instructions).
    3) Press forward black starter unit until it locks forward.
    4) Put your head set on to monitor the program thereby insuring the unit is on.
    5) Now raise your hand in accordance with statements made in 2.1.c.
    6) Your assistant should alert the children to do the same.
    7) Flip up RECORD - START SWITCH.
    8) Have your assistant monitor children, checking that all hands eventually drop thereby indicating proper reception.

4. During the test:
    1) Supervise the children and react to individual problems such as falling head sets.

5. After the test:
    1) Remove all pupil cassettes and store in a safe place.
    2) Remove head sets.
    3) Return children to the educational assistant for escorting to the classroom.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Language Development Project
110 Livingston Street - Brooklyn, New York

Helene M. Lloyd, Assistant Superintendent   Eugene C. Gibney, Director

To: All Principals, Coordinators and Teachers in the Language Development Project

From: Eugene C. Gibney, Director

Subject: Urban Aid Education T.V. Program

A first grade class from PS 102M demonstrated the language development techniques on Channel 25 on May 8, 1969, with their teachers, Miss Pellettieri and Mrs. Mora. The program will be televised on Channel 25 at the following times:

May 15 - Noon and 3 PM
May 16 - 2:30 PM

The San Antonio class will give a demonstration lesson on Wednesday, May 21, 1:30-3:30 PM, in the Hall of the Board, 110 Livingston Street, Brooklyn, New York. The teacher of this fifth grade class from the Carvajal School, San Antonio, Texas, will demonstrate the use of the language development techniques in teaching English to non-English Speaking pupils. It is hoped that each school in the project will send at least three or four teachers to observe the lesson and to discuss the techniques with the teachers from Texas. All principals and coordinators in the experimental schools are invited to attend also.

The trip from your school to "110" is short compared to the trip taken by this class. Let's fill the Hall of the Board for this event.

Sincerely,

EUGENE C. GIBNEY
Director
Language Development Project

ECG:EL
5/12/69

CC: Helene M. Lloyd
Assistant Superintendent

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
110 Livingston Street - Brooklyn, New York 11201

LANGUAGE DEVELOPMENT PROJECT, DEMONSTRATION-DISCUSSION

Place:	Hall of Board of Education
Time:	1:30 to 3:30 p.m.
Participants:	Pupils and Staff Carvajal Elementary School San Antonio, Texas
Chairman:	Helene M. Lloyd Assistant Superintendent

AGENDA

1. INTRODUCTIONS

    San Antonio Schools

    Southwest Educational Development Laboratory

    The New York State Education Department

    Other Special Guests

    New York City Public Schools

2. BACKGROUND INFORMATION

3. DEMONSTRATION LESSON

    Mrs. Sylvia Sutton, Teacher, and Class,
    Carvajal Elementary School

    Area - Science

    Subject - Rotation and Angular Speed
    (Use of Bilingual Approach)

4. DISCUSSION

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
110 Livingston Street - Brooklyn, New York 11201

PARTICIPANTS IN DEMONSTRATION-DISCUSSION

San Antonio Independent School System --
Southwest Educational Development Laboratory

SAN ANTONIO SCHOOLS

Mr. E. Oscar Hakala, Deputy Superintendent
Mr. Josue Gonzalez, Director Bilingual Program
Miss Wilhema Long, Principal, Carvajal Elementary School
Miss Johnnie Maly, Teacher
Mrs. Mae Greathouse, Teacher
Mrs. Cleo M. James, Teacher
Mrs. Sylvia Sutton, Teacher
28 Children, Class 5.1

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY

Mrs. Hercilia Toscano
Mrs. Alma Gregory

NEW YORK STATE EDUCATION DEPARTMENT

Mrs. Esther Swanker, Asst. Director, Urban Education Program
Mr. Carlos Perez, Bilingual Education Program

NEW YORK CITY PUBLIC SCHOOLS

Dr. Bernard E. Donovan, Superintendent of Schools
Mrs. Helene M. Lloyd, Assistant Superintendent
Mr. Eugene Gibney, Project Director

P.S. 96, Manhattan
Mr. Martin Frey, District Superintendent
Mr. Charles Miras, Principal (Acting)
Mr. Arnold Flicker, Coordinator

P.S. 102, Manhattan
Mr. Martin Frey, District Superintendent
Mrs. Bernice Peebles, Principal
Mrs. Shirley Selikson, Coordinator

P.S. 180, Manhattan
Dr. Nathan Jacobson, District Superintendent
Mr. Max Weinstein, Principal
Mrs. Gloria McKenney, Coordinator

P.S. 19, Brooklyn
Mr. Ralph Brande, District Superintendent
Mr. Harry Levine, Principal
Mrs. Anita Bergman, Coordinator

NEW YORK CITY PUBLIC SCHOOLS

School-District Staff -- (Continued)

P.S. 156, Brooklyn
Mr. Saul Siegal, District Superintendent
Mr. Robert Cofter, Principal
Mrs. Gladys Galamison, Coordinator

P.S. 175, Brooklyn
Mr. Saul Siegal, District Superintendent
Mr. Abraham Bompey, Principal
Miss Iris Cohen, Coordinator

P.S. 396, Brooklyn
Mr. Saul Siegal, District Superintendent
Mr. David Marcus, Principal
Mr. Harvey Weil, Coordinator

P.S. 17, Brooklyn
Mr. Ralph Brande, District Superintendent
Dr. Harold Simon, Principal
Miss Helen Maiwald, Coordinator

Demonstration Teachers --

Mrs. Mackelduff, P.S. 175, 156, 17 Brooklyn
Mrs. Mora, P.S. 102 Manhattan
Mrs. Spevack, P.S. 19 Brooklyn
Miss Calderon, P.S. 96, 180 Manhattan
Mrs. Perlman, P.S. 396 Brooklyn

Spanish-Speaking Teachers --

Miss Velez, P.S. 102 Manhattan
Mrs. DiScipio, P.S. 19 Brooklyn
Mr. Nieves, P.S. 19 Brooklyn
Miss Fonte, P.S. 17 Brooklyn

BOARD OF EDUCATION OF THE CITY OF NEW YORK
110 Livingston Street - Brooklyn, New York

Language Development Project

Helene M. Lloyd, Assistant Superintendent
Eugene C. Gibney, Director

TO: All Principals, Coordinators and Teachers in the Language Development Project

FROM: Eugene C. Gibney, Director

SUBJECT: Demonstration Lesson
Channel 25
San Antonio Class

This is to advise that the demonstration lesson by Mrs. Sylvia Sutton and the Carvajal School pupils will be taped on May 20, 1969. Dr. Donovan and, possibly, Mrs. Swanker will be involved in the introduction.

You will be able to view the lesson on Channel 25 on Thursday, May 22, 1969, and Friday, May 23, 1969, at 12:30 PM.

It is requested that arrangements be made to have teachers in the project this year and perhaps teachers who may be involved next year, view the lesson. I am sure they will find it impressive.

EUGENE C. GIBNEY
Director
Language Development Project

5/16/69

CC: Helene M. Lloyd, Assistant Superintendent.
Ralph Brande, District Superintendent
Martin Frey, District Superintendent
Nathan Jacobson, District Superintendent
Saul I. Siegal, District Superintendent
Bernard Friedman, District Superintendent